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THE UNIVERSITY OF ALBERTA

THE DEPARTMENT OF NATIONAL DEFENCE DEPENDENT SCHOOL TRUSTEE

BY

© LEWIS MICHAEL MACKAY

A THESIS

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ABSTRACT

The major purpose of this study was to examine the role, profile, and the nature of the trustee in the dependent school system and his/her influence on the educational decision-making within that system. The minor purpose was to analyze the creation of dependent schools in Canada and as well to review the Federal-Provincial legislation with regard to those schools in operation in Canada in 1979.

Data were gathered by means of a survey questionnaire from Department of National Defence Dependent School trustees in 1979 located at 32 Armed Forces bases and stations in Canada. Demographic information as well as information concerning the role and function of the trustee were obtained by means of this questionnaire.

With respect to the major purpose of this study, the results indicate that the majority of the dependent school trustees were male officers between the ages of 30 to 49 who possessed some post secondary education. As well the majority of the trustees were appointed and had been with their boards for at least one year but less than four years.

With respect to role and function, the majority of the trustees belonged to boards which met less than 12 times per year. The trustees perceived themselves as having some degree of participation in education related activities but the chairpersons perceived themselves as having more

involvement in such things as the preparation of agendas, assistance to superintendents, and attendance at school activities. The chairpersons perceive themselves as having more influence than other trustees with regard to the degree of influence in selected decision-making areas.

With respect to the minor purpose of the paper, the Department of National Defence became involved in education because of the need to educate the dependents of Armed Forces' personnel. Under Section 93 of the British North America Act education is a provincial responsibility, however, the provincial jurisdiction did not extend to tax free lands reserved by the federal government for military or other purposes (Berger, P.4, 1962). The Department of National Defence concluded agreements with 9 of the 10 provinces respecting the operation of these schools. Wherever possible the Department of National Defence tried to get the local education authority to provide the school and schooling necessary. However, when this approach failed, the Department of National Defence built, equipped and operated their own schools.

Several implications for the Department of National Defence Dependent School trustees and further research areas were noted.

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CHAPTER I

INTRODUCTION

The study of the creation of a school system and the roles of certain members in the system is indeed a challenge. The challenge arises from the fact that even though these institutions are publicly financed, oftentimes little is known about them. Politics does play a role in education and one of the officials most prone to political forces is the school trustee. With respect to this study, it is believed that the investigation of the creation of a school system and a detailed analysis of the position and power of the trustee in that system may contribute to an understanding of the system and the politics involved.

Department of National Defence Dependent Schools (circa 1979) are one such organization, which although publicly financed, have an aura of mystique. The existence of the dependent schools in Canada is not well known. Moreover, very few people have any knowledge of when the system was created or how it is administered. Perhaps even fewer people understand the role and function of the trustees who administer these dependent schools.

PURPOSE OF THE STUDY

The major purpose of this thesis was to examine the role, profile, and nature of the trustee in the dependent school system and his/her influence on educational decision making within that system. Among the sub-problems considered were:

1) To obtain some general demographic information regarding age, sex, rank, reading habits and community functions of the trustees.

2) Whether the dependent school trustees were elected or appointed.

3) What influence did these trustees have within the system.

4) What duties did they have and what was the amount of time the dependent trustee spent on educational issues.

5) Whether or not there was any real difference between the role and influence levels of the chairman and the other trustees.

The minor purpose of this thesis was to analyze the creation of dependent schools in Canada and as well to review the Federal-Provincial legislation with regard to those schools in operation in Canada in 1979. More specifically some of the questions which were addressed were:

1) What prompted the creation of these dependent schools?

2) What was the initial organization and operation of the system?

3) What were the reasons for its continued growth?

4) What were the terms of provincial acceptance of dependent schools in Canada in 1979?

SIGNIFICANCE OF THE STUDY

This study may be justified on political and professional grounds. Under the provisions of the British North America Act education is a provincial responsibility. Section 93 of this act states that the provincial legislatures may exclusively make laws in relation to education, subject to certain provisions (BNA Act, Section 93). However, the provincial jurisdiction in education did not extend to tax free-lands reserved by the federal government for military or other purposes (Berger, P. 4, 1962).

Department of National Defence Dependent Schools have been in existence in Canada since 1921. However, the organization and growth of these schools had never been looked at in detail. This study provided some data towards understanding and appreciating this segment of Canadian education where both the federal and provincial levels had a role.

The study added to the extremely limited amount of research available on dependent school trustees. This was the first study to be conducted upon these trustees in which attempts were made to determine the profile, role, and the influence level the dependent school trustee had within his/her board.

This study should have served to stimulate interest in the various facets of dependent schools in

Canada whether it be in the areas of administration, trustees, or educational achievement.

DEFINITION OF TERMS

Department of National Defence Dependent Schools: These are schools established by the Minister of National Defence for children whose parents are members of the Canadian Armed Forces. This term shall be referred to as DNDDS henceforth in this thesis (Canadian Forces Administration Orders 54-5, Sec. 1, Para. 1).

Trustee: A person, elected or appointed, and charged with the responsibility of administering a school district.

DNDDS Board: This means the persons nominated or appointed by the Commanding Officer of a Canadian Armed Forces Base or Station under the authority of the Minister of National Defence to administer a dependent school (Canadian Forces Administration Order 54-5, Sec. 1, Para. 1).

Trustee Profile: A description of trustees that was established on the basis of various demographic factors such as sex, age, reading habits, rank, education, and community functions.

National Defence Headquarters: This is the organization that is charged with the administration of the Canadian Armed Forces; this organization is located in Ottawa. Henceforth in this thesis it will be referred to

as NDHQ.

Canadian Forces Administration Orders: Those orders that are routinely revised having to do with the administration of the various segments of the Canadian Armed Forces. Henceforth these Orders shall be referred to as CFAOs.

DELIMITATIONS

This study was delimited to an analysis of DNDDS in Canada and the Federal-Provincial agreements governing the system in 1979.

LIMITATIONS

This study was limited by the amount of material available from both Federal and Provincial governments. Another limitation of the study was that it was based upon the responses obtained from the trustees across Canada in 1979. The thesis was also limited by the veracity, reliability and ability of the trustees to provide accurate data.

METHODOLOGY

The information for this study's major purpose was gathered from responses made to a questionnaire which was sent to the dependent school trustees on 23 Canadian Forces Bases and 9 Canadian Forces Stations in Canada. It was decided to use these bases and stations because they

were on the regular DNDDS mailing list and as a result were more likely to have their own school boards administering the schools. Three copies of the questionnaire were sent to each school board with a request that one copy be completed by the chairman and the other two copies by other trustees. The data once returned were analyzed.

The questionnaire was a composite of some elements used by Coleman (1971) and Beaudry (1978). Coleman's study was conducted for the Saskatchewan Trustee Association in 1971. He attempted through his study to gauge the opinions of these trustees with regard to role and function. Beaudry's 1978 study concerned Alberta School Trustees. He attempted to determine the role and function of those trustees as well as to gather demographic information and the opinions of trustees with respect to various problems facing Alberta schools and school boards in 1978.

Both studies were aimed at gathering information about trustees; however, for the study of DNDDS trustees it was decided to use a questionnaire similar to Beaudry's. Thus the Beaudry instrument was modified and additional questions pertaining to the role of trustees of DNDDS were also developed. Beaudry's study placed emphasis upon trustee perception of function and role. This same emphasis was maintained in the questionnaire developed for this study (see Appendix A).

Once the questionnaire was completed, it was reviewed by a DNDDS school board chairman. The chairman was asked to look at the questionnaire with reference to the validity of the questions and, if necessary, propose amendments. No amendments were suggested and indeed the chairman believed that the instrument covered all areas in which a dependent school trustee would become involved. At that point, the questionnaire was sent out.

ORGANIZATION OF THE THESIS

This chapter has identified the problem and its significance. As well, the definitions, limitations and methodology have been explained.

The literature review is discussed in Chapter II.

The study design is discussed in Chapter III. Emphasis is placed upon the instrument, the nature of the responses, and the treatment of the data.

Chapter IV summarizes the history of DNDDS in Canada.

The federal-provincial agreements respecting the operation of DNDDS in Canada are discussed in Chapter V.

Chapters VI and VII report the findings and discuss the analysis of the data.

Chapter VIII, the final chapter, concludes the thesis and includes a summary of the study, the conclusions, the implications and further research suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

An attempt was made to discover literature specifically related to the topic of military sponsored dependent school boards and the role of trustees within them. However, the task proved impossible. The literature that is reviewed in this chapter relates almost exclusively to public school trustees and as much as possible an attempt was made to emphasize Canadian work on this subject. Some topics that are examined in this chapter include: the role and function of trustees and trustee selection. Also an attempt is made to discuss the role of the chairperson.

THE ROLE AND FUNCTION OF TRUSTEES[1]

Within the DNDDS the role of the chairperson was quite explicit. The chairperson shall:

1) when teachers are employed by the board, be responsible for signing the teachers' contracts and establishing a system for verifying teachers' qualifications and proper payment of teachers;

---

[1]Canadian Forces Administration Orders 54-4, Annex B, para. 3-4.

2) by September 30, ensure accuracy of the number of students attending schools;

3) ensure that all applicable CFAO and other DND publications and instructions, as well as provincial regulations, are available to the school board;

4) ensure that all meetings are held in accordance with CFAO;

5) ensure that all provincial grants are received;

6) supervise the duties of the business administrator;

7) arrange an approval of National Defence Headquarters for the boarding of school employees where required by provincial law;

8) receive and account for all school funds and grants under CFAO and appoint a distribution account holder.

As well as these duties, the chairperson has those duties as applied under the School Acts of the various provinces.

The board or the other trustees have the following functions:

1) consider all requests for expenditure of public funds in accordance with National Defence Headquarters directives;

2) review or submit all reports as required by CFAO 54-5;

3) authorizing the use of school facilities outside regular school hours according to instructions by the base Commanding Officer or with the agreement of the principals;

4) provide active assistance to principals pertaining to the efficient operation of the schools;

5) provide active assistance to school-oriented organizations or services and, if required, implement or discuss proposals recommended by such organizations;

6) visit the schools no less than twice each year;

7) provide administrative assistance for school public health programs;

8) form sub-committees as necessary to discuss specific problems;

9) authorize disposal of school records in accordance with applicable provincial regulations;

10) arrange and facilitate visits by provincial education authorities;

11) observe the conditions of non-entitled children as prescribed in CFAO 54-5.

RELATED LITERATURE REVIEW

There have been few articles written about the role and the functions of the chairperson. However, those articles that have been written have stressed that the role of the chairperson was to provide leadership. This

leadership came in many forms. The chairperson was to chair meetings, help in setting the agenda, be familiar with items and lead the actual discussion and in general be responsible for the climate of the meeting. Two other major functions of the chairperson were acting as spokesperson for the board in the community and finally being responsible for staff relations (Andrew, P. 17, 1970).

Bryce (1980) also examined the role of the chairperson. He stated that the role of the chairperson lay somewhere between the board mediator and the board master. The mediator served the process of full debate and on public occasions represented the board whereas the master saw himself as the leader of the board and his trustees were there to offer advice and support (Bryce, P. 17, 1980). The role the chairperson took on should be decided by the board itself and "the role should be conducted within the context of an appreciation of the function the school system as an organization must perform if it is to remain viable" (Bryce, P. 24, 1980).

While there seemed to be a shortage of direct information about the chairperson, there was a great deal of information on the role and functions of trustees.

Reiderer and Toombs (P. 3, 1969) conducted a study on Saskatchewan school trustees. Their study was commissioned by the Saskatchewan Trustee Association and the results were based on a questionnaire sent to all trustees in the province. Reiderer and Toombs concluded from their

study that trustees in Saskatchewan felt it was necessary to maintain close contact with the community in order to gain and attempt to understand the feelings of the rate-payers. Trustees recognized that it was their duty to be informed on all details of educational programs. They also abided by their mandate to serve the community while at the same time they resisted attempts of individuals or pressure groups to influence their thinking on educational matters. They saw themselves as primarily responsible for formulating school policy. They were also against teachers having special representation at school board meetings (Reiderer and Toombs, P. 38, 1969).

Lawrence Iannaccone (P. 1, 1970) described the role of the trustee in terms of the corporate status of the board. The trustee was a political representative of the people of a given area but at the same time, he was responsible for the whole district. The board's decisions, Iannaccone felt, approximated the final voice of the people within its jurisdiction in educational matters. He also believed that the trustee should concentrate on policy, that is principles of action, and leave the day-to-day management of the schools to the hired administration. Principles of action Iannaccone described as policies which resulted from extensive discussion and were clear value choices made for the schools. Such policies would be the stuff from which the senior officials would make rules and decisions. Iannaccone also stated that the trustee was

responsible for group maintenance and locomotion. Locomotion did not refer to the smooth running of the group but rather to the task of accomplishment or making decisions geared to the improvements needed in the school system. Finally, the author stated that the most important role of the trustee lay in the review and the development of general policy (Iannaccone, P. 5, 1970).

Pitman (P. 9, 1972) stated that the function of the trustee should be to interpret the will of the people and as well see that public resources are spent wisely. Wiles and Williams agreed that trustees were responsible for policy formulations, but they felt this responsibility was being eroded by conflicts between the professionals and the trustees (Wiles and Williams, P. 33, 1975). They cited two reasons for the problems: jurisdictional re-organization and the complexity of the education system. Jurisdictional problems result because the re-organization programs carried out in some areas have produced much larger constituencies which have made it more difficult for the trustees to operate. As a result, issues were solved more and more on a temporary ad hoc basis without continuity of the political strategy or tactics (Wiles and Williams, P. 35, 1975). The authors stated that most newly elected trustees were not quite ready for the formidable task they face in operating educational systems. As a result of the problems faced by trustees by re-organization and the complexity of the educational system, Wiles and Williams

made three predictions with reference to the trustees' role:

1) As long as current conditions exist, trustees will have an approval role.

2) Drastic action to regain board control of policy may result in temporary resistance to change.

3) Under the present establishment, the most effective trustee will be one who aligns himself with the professional (Wiles and Williams, P. 38-39, 1975).

The fear of these authors was that unless the erosion of the role of the trustee was not stopped, he would become nothing more than a rubber stamp.

Cistone (1972) believed that school boards do perform the function of representing the community to the school and vice versa. The author also wrote about the proposition that it was not uncommon for school boards to function chiefly as legitimators of the school administrators' policies. Basically what this meant was that school boards, rather than setting policy on their own, allowed the professional administration employed by the board to set policy and the board defended these policies before the public (Cistone, P. 3, 1972). As a result of this there was some doubt as to whether or not the school trustees really represented the electors. Was it possible that the trustees did represent their hired professionals? Such a proposal appeared to have been first discussed by Kerr (1964). After studying two school districts for a period of time, he came to several conclusions, the most

important of which was that there were times when school boards acted as legitimators of the education system. He blamed this on the fact that the community was relatively ignorant of the school boards' operations (Kerr, P. 57, 1964). As a result, superintendents, as the professionals, have an opportunity to force the board into this legitimating practice. Several examples of this practice were described in Kerr's article. One example concerned the superintendent's ideas with reference to the building of a school. There was some debate among the trustees, but when the superintendent spoke, the trustees fell in line backing the superintendent's original proposals (Kerr, P. 56, 1964).

Zeigler's study of 82 school districts in the United States contained much information on the role of trustees. He also examined the conflict between the professional and the trustee. His study discussed the idea that there were two types of school boards/trustees, those that believed their mandate lay with the people and worked towards this end, and those that relied on professional advice to resolve problems. It was Zeigler's belief that most boards were acquiescing to the professionals they hired and as a result the job of the board member would become one of representing the administrations' program (Zeigler, P. 167, 1974). A later study by Zeigler, Tucker and Wilson (1977) confirmed these earlier findings.

Coleman (1973) recognized that the role of the trustee was one of policy maker and representative of the public. However, he felt that the policy making role was not well understood. Also, the fact that some trustees did not really accept their responsibilities or really did not represent the people they claimed to represent posed problems.

Judith Teichmann's (1974) study of trustees in Toronto was revealing with regard to characteristics which may affect the role perception of the individual trustee. The factors she examined were the political type (delegate-independent continuum), age, education, occupation, political affiliation and approach to the election itself. She discovered that the majority of trustees did not see themselves as merely communicating the wishes of their constituents, but rather as representing them and, if they felt obliged, they would go against the wishes of their constituents. At the same time, her respondents expressed the belief that the highest degree of satisfaction was among those trustees who perceived their role as a passive one. A passive role was one in which trustees felt it was not part of their duties to consult actively with their constituents (Teichmann, P. 67, 1974). The majority of her respondents felt that their relationship with administrators was cooperative and she stated that there was a demonstrated attitude of respect and deference toward administrators. "These trustees also tended to be

more inclined to take their administrator's viewpoint into account when making decisions" (Teichmann, P. 68, 1974). This study did, to a degree, confirm the findings of Zeigler and others, albeit the results were exclusively from the city of Toronto.

Peter Coleman (1977) maintained that the conflict between trustees and professionals would force a change in the role of the trustees. He believed that this new role will be one of Lutz's models of the meta-mediator.

> A meta-mediator is a decision-making system that processes the competing demands, organizes, reorganizes, modifies, generalizes, illuminates and emphasizes and in general reshapes these demands into operational decision involving, usually, the distribution of limited resources (Coleman, P. 84, 1973).

Another reason for this change was the belief that the school trustees really do not represent the people.

In a more recent study, Beaudry, 1978, examined the roles, among other items, of Alberta School Trustees. Through the use of a questionnaire, he surveyed all Alberta trustees and from the respondents compiled his results. The Alberta trustees viewed their role as attending meetings of committees, boards, administrative and teaching staff, and parents. Trustees perceived themselves as having major decision-making authority in matters of finance and economics, administrative structure and appointments. The trustees also favored a hierarchical structure with major decision-making authority vested in the board and/or the administration (Beaudry, P. 149, 1978).

Albeit this study was limited to Alberta, there may be some application to other school boards.

SELECTION

To be eligible for trusteeship in Canada, a person must be of voting age and have no criminal record. However, teachers are not allowed to sit on school boards which serve as the teacher's employer. There are two methods employed by which a person may become a school board member. One method is through election, the other is by appointment. In many parts of Canada, particularly in Western Canada, the trustees are elected by the people. In the provinces of New Brunswick and Prince Edward Island, part of the board is elected, the other portion is appointed by the Lieutenant Governor in Council. In Newfoundland, the school boards are appointed (Munroe, P. 174, 1974). Some research has been done on the merits and disadvantages of both routes to the trusteeship; a review of the literature is attempted now.

This topic of selection was addressed by Zeigler (1974). Zeigler discovered that most elected trustees were chosen because of their involvement in an education-related committee/group. Another reason was that they represented a certain strata of the community. One factor that often appeared was that these candidates had lost in other areas of community elected politics. Hopeful representatives of the people ran for elected office

because of encouragement from other members of school boards, hand picked by resigning members, encouragement from particular groups in society and finally the absence of competition (Zeigler, P. 31, 1974).

The next most important question was which type of trustee was better. Zeigler, as do many other writers, felt this problem extremely difficult to answer. He believed that elected trustees were better because the people picked them. However, Zeigler pointed out that this might not be so. His research indicated that elected boards were more responsive to individuals whereas appointed boards respond to groups. Reasons for this, he suggested, lay with the fact that elected members were more in tune with individual voters because of possible sanctions whereas appointed boards "keyed perhaps to larger segments of the district's political profile, can afford to pay more attention to group interests" (Zeigler, P. 85, 1974).

A study by St. James (1966) conducted in local school boards in the provinces of Canada found a similar reaction. St. James noted that the appointed board had the least degree of participation, but "the effect that participation had on the final decision taken by the school board was significantly greatest with the appointed boards" (St. James, P. 168, 1966). St. James' research indicated that appointed boards were more responsive to the public will when people made themselves heard before it.

Perhaps one of the better articles to appear on

the question of appointed versus elected trustees was Polk, 1975. Although his topic was concerned with university trustees, his comments appear appropriate in this context.

Polk stated that the appointment of trustees enabled those who appointed them to find someone who was potentially less embarrassing, someone from a special interest group and/or someone they could exercise more control over since they had set the guidelines. Polk also felt that if a trustee was appointed one could get a trustee concerned with the public interest and be subjected to less political pressure from interest groups than an elected trustee. He also stated that the appointed board has less formal legal power. On the other hand, an elected trustee generally has been provided with more power and political independence than an appointed trustee. As well an elected trustee must please the majority of his voters if he is to stay in office (Polk, P. 19, 1976). Polk's conclusion was that neither one was better for all, but rather this decision must be left to the individual.

SUMMARY

The literature and research examined in this chapter was concerned with the following general areas: the role of the chairperson, the role and function of trustees and trustee selection. An analysis of the material presented led to the following general observations and conclusions:

1) There was a dearth of information on the chairperson however, that which was available stressed the role of the chairperson as one of leadership;

2) The trustee was a representative of the people and as such it was his/her duty to become aware of what his/her constituents wanted;

3) The role and function of the trustee has become cloudier as the education system has become more complex and the reliance on experts becomes more intense;

4) Trustees for the most part were elected. However, there appeared to be very little difference in the functioning of the trustee regardless of the method of selection (Polk, 1975).

CHAPTER III

STUDY DESIGN

In this chapter, the research design and methodology employed for the study is examined. An attempt was made to present an overview of how the entire problem was attacked. As well, the questionnaire methodology was discussed in terms of selection, development, and distribution of the instrument, the nature of the response and the statistical tests of significance used.

THE INSTRUMENT

The instrument utilized to seek data for the study was a four page questionnaire. One purpose of the questionnaire was to gain demographic information concerning the trustees. Another purpose was to determine the trustee's degree of participation in the decision-making process in the areas of school board jurisdiction.

The decision to use the questionnaire was based upon the following factors:

1) Very little if anything was known of the nature of DNDDS boards. It was felt that by using the questionnaire technique the whole system could be reached easily and a composite picture of its operation derived.

2) Because the questionnaire technique has been used many times in the past to gain information, it was decided to use this method again.

The questionnaire in use for this particular study was a variation of Beaudry's Study of Alberta School Trustees and The Saskatchewan Study of Trustee Attitudes. A copy of the instrument used in this study about DNDDS School Trustees is found in Appendix A.

DISTRIBUTION OF THE INSTRUMENT

Three copies of the instrument were sent to Canadian Forces Installations where a DNDDS Board operated. Table 1 includes a list of the number of trustees sitting on their boards in 1979. Three questionnaires were distributed to each board, thus a maximum of three returns per board was possible for a maximum total of 96 responses. A covering letter was requested from the Director-General of Dependent Education but this request was not granted. However, the Director-General did forward addresses as well as school population figures and information regarding the history of DNDDS (Appendix F, P. 118).

Each group of three questionnaires was sent to the chairman of the board with a request that he/she and two other trustees complete them. The questionnaire was sent out during the months of May and June 1979 and the deadline for returns was July 13, 1979. A covering letter accompanied each group of three questionnaires (Appendix F, P. 117).

Table 1

Number of Trustees Sitting on
DNDDS Boards in 1979

Jurisdiction	No. of Trustees
CFB Esquimalt	4
CFB Chilliwack	3
CFB Edmonton	1
CFB Cold Lake	9
CFB Suffield	10
CFB Penhold	1
CFB Shilo	10
CFB Portage la Praire	3
CFB Ottawa	5
CFB Kingston	7
CFB Montreal	7
CFB Bagotville	1
CFB Chatham	6
CFB Summerside	9
CFB Shearwater	10
CFB Cornwallis	8
CFB Trenton	6
CFB Borden	10
CFS Dana	4
CFS Alsask	3
CFS Yorkton	6
CFS Gypsumville	5
CFS Falconbridge	6
CFS Senneterre	5
CFS Mont Apica	5
CFS Moisie	5
CFS Sydney	4

THE RESPONSE

In total 96 questionnaires were mailed and 52 responses were received for a response rate of 54.1%. Trustees from 25 of the 32 military installations where DNDDS operated responded for a response rate from the boards of 81.9%. The percentage return from the geographical area of Canada is found in Table 2. An examination of Table 2 reveals that only about one-quarter of all the responses sent to the various geographic regions of Canada were answered.

Table 2

Response by Geographic Location

Location	Percent of Response
B.C.	9.6
Prairies	25.0
Ontario	21.2
Quebec	23.1
Maritimes	21.1
Total	100.0

STATISTICAL PROCEDURES AND ANALYSIS

The data presented in this study are comparative in nature. Data relating to demographic factors are presented by descriptive statistical format using means

and relative frequencies. It was decided to use means because this method took into consideration every score in the distribution to find the average and as a result provided more stability than the median or mode (Popham, P. 14, 1973).

SUMMARY

The data for this study were obtained through the use of a four page questionnaire that represented a revision of the instruments used by Coleman (1971) and Beaudry (1978). Three copies of the questionnaire were sent to each dependent school board in Canada. A response rate of 54.1% was achieved. More importantly was that replies were received from trustees representing 25 of 32 installations.

Analysis of the data was carried out by the use of the Statistical Package for the Social Sciences Version H Computer Program at the University of Alberta. Comparative analysis was used. A detailed examination of the data was carried out in the next chapters.

CHAPTER IV

HISTORY OF DEPENDENT SCHOOLS

The Department of National Defence has been involved with the education of the dependents of service personnel since 1921. Section 93 of the British North America Act stated that education is a provincial responsibility. However, provincial jurisdiction in education did not extend to tax free lands reserved by the federal government for military or other purposes (Berger, P. 4, 1962).

In 1921, the first dependent school in Canada was opened at Camp Borden, Ontario and at least one school has operated at this base up to 1979. The Auditor-General Report of 1933 mentioned this school at Borden and suggested that there was no legal authority for the expenditure of funds at the school. However, no action was forthcoming.[2]

With the end of World War II, the federal Liberal government under the premiership of the Rt. Hon. Louis St. Laurent attempted to give some policy direction to the Department of National Defence on the education of the dependents of service personnel. On March 13, 1947, the

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[2]This information was obtained by means of a phone call to the Head Librarian at the National Defence Library in Ottawa, July 7, 1979.

Minister of National Defence presented a report to the Privy Council outlining the need for a firm government policy on dependent education. The Minister cited several factors which he felt made government action necessary. Included in his arguments were the following points:

1) Emergency housing existed on many Canadian Bases and there were children of service personnel who would not receive a proper education because of the lack of educational facilities.

2) Military personnel and their families paid no taxes to the local areas, and as a result many communities surrounding the military bases objected to providing the educational facilities to the dependents of military personnel unless compensated.

3) In various other parts of Canada, military bases, camps, stations, were located in areas where the educational standards were very poor. As a result of these factors, the Minister stated that the Defence Department had an obligation to provide education for the dependent children (Privy Council Doc. 1271, 1947). A precedent cited by the Minister was that the British government had already provided educational facilities to dependents free of charge at British military bases located throughout the world.

Agreements had been reached with the provinces of Ontario and Manitoba in 1947. Ontario would pay 50% of the operating costs whereas Manitoba would pay $1.00/teacher/

teaching day (Privy Council Doc. 1271, 1947). On March 13, 1947, a Privy Council Order was struck which authorized the Minister of National Defence:

> to establish, equip, and maintain for the education of children and employ teachers therefore in establishments, camps and stations where suitable educational facilities are not available within a reasonable distance from such establishments, camps and stations (Privy Council Doc. 1271, 1947).

The Minister was also authorized to seek agreements with the provinces and municipalities with respect to cost sharing, administering dependent schools and maintaining the standard of education in these schools.

The document also authorized the operation of four schools to be operated by the Army and an unspecified number of schools to be established and operated by the Air Force and Navy respectively. A detailed financial summary of this initial venture into education by the Defence Department is found in Appendix B.

As the years progressed the details of Privy Council Documents with respect to DNDDS became more precise. In the Privy Council of 1950, the Minister was charged with the responsibility of ensuring that any school established under this order:

> 1) be administered by a school committee in accordance with Provincial Acts respecting schools and under jurisdiction of the Provincial Department of Education.

As well, this document stated that:

2) The contracts between the Minister and teachers of said schools shall continue in force and effect for and during the school year of 1949-50 but all subsequent contracts shall be between the Chairman of the School Committee and the teacher or teachers concerned.

3) The textbooks ..... shall be obtained from normal civilian sources by and through the Chairman of the School Committee (Privy Council Doc. T.B.388972, 1950).

Subsequent Privy Council Documents have been issued, the most recent, concerning DNDDS was in 1968. This document is found in Appendix C. This latest document was more detailed than its predecessors with more attention paid to definitions, rights of access to educational facilities, and language of instruction. Again this document granted authority to the Minister to establish DNDDS where "suitable educational facilities are not available within a reasonable distance from a defence establishment" (Privy Council Doc. 13/288, 1968). As well the Minister was able to delegate his power on a particular defence establishment to the Commanding Officer to nominate or appoint a school committee or board to run the schools. This order outlined the right of a member of the armed forces "to expect to educate his children at his place of duty in the language of instruction in which they were previously taught" (Privy Council Doc. 13/288, 1968).

In each of the Privy Council Documents, the Minister of National Defence was given the power to

establish and to operate DNDDS provided certain conditions were met. However, within the Defence Department itself, this authority was delegated to the Director-General Dependents Education Programs. In 1979 the Director-General was Rene Morin.

> This organization was responsible for the issuing of policy concerning the operation and administration of both the Department of National Defence Dependent Schools and the attendance of Municipal schools by pupils residing at bases (Morin, 1979).

At schools overseas, in addition to policy direction, the organization was also responsible for recruitment and selection of staff.

The Department of National Defence has operated many schools in Canada since 1947. A list of DNDDS as of September 1978 is provided in Appendix D. There were no DNDDS in Newfoundland, the Yukon, or North West Territories in 1979.

The Department of National Defence has experienced two similar problems which several school boards in Canada have also encountered. These problems were rapidly increasing costs and dropping enrollments. In 1976-77 the net operating costs of operating the schools in Canada was $31 million; in 1977-78, it was $34 million (Morin, 1979). In 1968 there were about 20,000 students; in 1978 there were about 15,000 students enrolled in DNDDS (Morin, 1979). Is it possible that the dropping enrollments were attributable to a decline in the strength of the Canadian Forces

as well as the drop in the number of children most families were having?

CHAPTER V

FEDERAL-PROVINCIAL AGREEMENTS

This chapter is addressed to providing information about the arrangements that existed between the federal-provincial authorities and the DNDDS in Canada in 1979. Sections 91 and 92 of the British North America Act outline the powers of the federal and provincial governments respectively in Canada. In the area of education, the most important section of the British North America Act is Section 93. Section 93 gives power to legislate on education matters to the provinces.

> The only limitations placed on the exercise of this power are contained in provisions designed to protect the existence of denominational or separate schools legally established by religious groups prior to confederation (Byrne, P. 29, 1969).

There is also a residual power in the education area which belongs to the federal government. Any power not delegated in Section 93 automatically falls to the federal government (Katz, P. 25, 1974). The federal government participates in many post secondary educational programs. The federal government also operates educational systems for Indians, for inmates of federal prisons and for the dependents of service personnel.

AGREEMENTS RESPECTING DNDDS

The federal government became involved in the education of the dependents of service personnel out of necessity.

> After World War II the Defence Department in Canada was forced into action in 1948, when married quarters were built at defence establishments. The housing units were built on non-tax producing Federal Crown Land and as a result the municipality in the area had no obligation to provide education to the Department of National Defence unless financial arrangements were negotiated (Wilson, P. 458, 1977).

To accomplish this the Minister of National Defence had been empowered by an Order in Council to negotiate such agreements the guiding principle of which was that the dependents of service personnel would be educated at public expense in accordance with applicable provincial or territorial regulations (Privy Council Doc. 4 3280, 1947). This guiding principle recognized the control of the provinces in the field of education.

There were various ways in which the federal government attempted to enter into agreements with the provinces. These were:

1) To persuade the municipality in which the married quarters were located to accept the school portion of the municipal grant paid by the Department of Finance.

2) To seek admission of the dependents of service personnel to local civilian schools by payment of non-resident fees.

3) To give financial assistance by means of a capital grant to the local board so that additional classrooms or entire schools would be built to provide the needed space.

4) When Department of National Defence establishments were located in or near cities the Defence Department would construct a school at the married quarters site and after equipping it, would transfer the operation of the school to the local civilian board. In some cases full title to the school was transferred to the local board so that it became an integral part of the local civilian school system but the operating costs were paid by the Defence Department.

5) When the aforementioned agreements were not accepted, an appeal was made to the Department of Education in each province, to request local boards to cooperate in assuming the responsibility of operating DNDDS. By means of an agreement between the Provincial Minister of Education and the Minister of National Defence, a monthly fee for each dependent pupil was paid directly to the Department of Education and the Defence Department had no further responsibility.

6) When all else failed the Department of National Defence built and operated its own schools at its defence establishments (Smith, P. 64, 1967).

The federal-provincial agreements respecting DNDDS were in effect in all provinces except Newfoundland, in

1979. Each agreement appeared to reflect a different philosophy of control, but each showed the supremacy of the provinces in the field of education. By studying each agreement it was possible to fully understand the extent of these federal-provincial arrangements in 1979. The major points of these arrangements are summarized in Table 3.

In Prince Edward Island an agreement approved by the provincial cabinet in 1954 remained in effect until June of 1979. There was only one DNDDS in Prince Edward Island and that was located at Summerside. Under the terms of this agreement, the province of P.E.I. was responsible for the administration of the DNDDS. The Defence Department agreed to build, equip, supply and maintain the school as well as pay the salaries of the school teachers (P.E.I. Agreement). Provision was also made for the formation of a local school board to operate the school. The P.E.I. Agreement is found in Appendix E.

In Nova Scotia, the Department of National Defence had an agreement with the local county or school board for the administration of DNDDS (CFAO-54-5, Sec. II, Para. 3). The local school board assumed the responsibility for hiring teaching staff. The province paid the boards for any additional costs incurred in operating these schools and as well paid the same School Foundation Grants as received by other school boards in the province (Porter, Appendix F, P. 120). The federal government also paid 100%

Table 3

Comparison of Relationships between the Department of National Defence and the Provinces 1979

Province	Funding	Curriculum Followed	Administration		Building/ Facilities	Teachers	
			DND School Board	Local Public School Board		Hired by local School Board	Hired by DND Board
Prince Edward Island	DND funds the school	Prince Edward Island	x		DND looks after their own buildings		x
Nova Scotia	Foundation grants paid to school boards. Province pays any additional costs. DND pays 100% funding for French program at schools.	Nova Scotia	x	x	DND responsibility when on base	x	
New Brunswick	DND funds the schools. Province receives a grant in lieu of taxes.	New Brunswick	x	Local superintendent visits teachers.	DND looks after their own buildings		x
Quebec	DND funds the schools. Foundation grants are also paid for by the Province	Quebec	x		DND looks after their own buildings	x	x
Ontario	DND funds the schools.	Ontario	x		DND looks after their own buildings	x	x

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Table 3 (cont.)

Province	Funding	Curriculum Followed	Administration		Buildings/ Facilities	Teachers	
			DND School Board	Local Public School Board		Hired by local School Board	Hired by DND Board
Manitoba		Manitoba	x		DND looks after their buildings		
Saskatchewan	DND pays all costs except for 1000 dollars for each teacher	Saskatchewan	x	Moose Jaw School Board operates the base school	DND looks after their buildings	x	x
Alberta	The province gives ½ Normal Foundation Grant. DND pays the rest	Alberta	x		DND looks after their buildings		x
British Columbia	DND pays tuition fees	British Columbia	x	x	DND looks after their buildings		

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of the French Language Schools which offer more than the Nova Scotia Minority Language Program.

In the province of New Brunswick, there was only one DNDDS and it was located in Chatham. This school was totally funded by the federal government. The school followed the curriculum of the province and there was an understanding between the Department of Education and the Defence Department that the local Superintendent of schools would visit the teachers and the classrooms. The province also received a grant in lieu of taxes from the federal government (Cornell, Appendix F, P. 123).

In Ontario, the Defence Department's authority to provide all phases of education was in accordance with Privy Council Document 13/288, 1968. In this province, seven dependent school boards were operating in 1979. The Base Borden Board of Education, besides operating the normal K-9 classes also offered a high school program.

In Manitoba, apparently, there was no special enabling legislation required to operate dependent schools in that province (Maurstad, Appendix F, P. 124). These schools were established in the same manner as any other school district in the province. In 1979, there were three dependent school districts in Manitoba. These were at Portage La Prairie, Shilo and Gypsumville. The district in Shilo did operate a high school.

In Saskatchewan, there were three dependent school districts in 1979. Each of these districts was at a

defence station and each station had its own local school board. However, at Canadian Forces Base Moose Jaw, the dependent school was operated by the Moose Jaw Public School Division with the federal government paying all the costs (Dyck, Appendix F, P. 125). The school districts located at the defence stations each received a grant of $1000 for each teacher with the federal government responsible for any additional costs (Dyck, Appendix F, P. 125).

In Alberta, there were four school districts. In 1979 the DNDDS were located at Penhold, Suffield, Cold Lake and Edmonton. Each of these dependent school districts was funded by the federal government and as well received one-half the normal School Foundation Grant given to the schools in the province.

In British Columbia enabling legislation for DNDDS was passed prior to 1958. In 1979 there were no DNDDS per/se in this province. The schools operated under the B.C. Public Schools Act, and were in fact public schools, open to any child resident in the attendance area. The federal government paid tuition fees to the province (Canty, Appendix F, P. 126).

In Quebec, there were six dependent school districts in 1979. The DNDDS in Quebec were entitled to Foundation Grants paid by the province. Each base and station had its own school board but their responsibilities

were somewhat different. For example, at CFB Bagotville the school board did not hire its own teachers but rather the school board chose to allow the local school commission to hire the teachers, while DND paid the salaries of these teachers. There appeared to be no special agreement between the province of Quebec and the federal government to operate these dependent schools. However, under the terms of reference of the Education Act of Quebec, DNDDS appeared to be termed private schools and were subject to legislation governing private schools in the province.

There were no DNDDS in operation in the Yukon or North West Territories in 1979.

CHAPTER VI

THE PROFILE OF THE DEPENDENT SCHOOL TRUSTEE

In this chapter the question of who was the dependent school trustee is addressed. To do this, an examination of the data with regard to age, sex, education, rank, occupation, as well as previous experience was made. All figures in the tables were rounded.

PERSONAL CHARACTERISTICS

The trustees for the most part were men between the ages of 30 to 39 and had at least graduated from secondary school. The majority of the trustees maintained full time jobs in the military at the same time. Most trustees were also inexperienced in the operation of a school board, but brought with them knowledge from serving on other public boards such as Church, Canadian Boy Scouts and Canadian Girl Guides.

Sex

The dependent school trustee was more likely to be male than female. In fact, of the 52 responses, only eight were received from females. This was probably due to the fact that the Canadian Armed Forces was primarily a male dominated society and very few females held positions

within it. No female military personnel responded to the questionnaire, although eight females not employed in the military did respond.

TABLE 4

Sex Distribution

Sex	Frequency %
Male	84.6
Female	15.4
Total	100.0

Age

With regard to age it is indicated in Table 5 that almost two-thirds of the trustees were between 30 to 39 years of age. The next largest age category was in the 40 to 49 age group. Relatively few trustees, 9.6 percent, were 29 or under. The least number of respondents was in the 50 to 59 age bracket. This last group was relatively easy to explain because most service personnel retire somewhere between the ages of 50 and 55. It also should be noted that of the eight females that did reply all were in the 30 to 39 age group.

TABLE 5

Age/Sex Distribution

Age	% Female	% Male	Total
29 and under	0	9.6	9.6
30 to 39	15.9	47.6	63.5
40 to 49	0	21.2	21.2
50 to 59	0	5.8	5.8
Total			100.0

SOCIO-ECONOMIC STATUS

In the Canadian Armed Forces, one of the prime indicators of socio-economic status was rank. Another indicator was education and generally speaking they tended to go together.

Rank

It was worthy of note that 50 percent of those who did respond to the questionnaire were either Captains or Majors. The division between the two was equal. Also, 20 of the 52 responses were from chairpersons of the boards which was usually a designated position given to a senior Captain or Major by the Base Commander. In fact, of the twenty chairpersons who did reply, all were delegated to this position. Another important point was that no Junior Ranks, that is Private to Master Corporal, responded to the questionnaire. This could mean that no one from this

group was represented on the boards or they simply did not take the time to respond. The rank distribution of the respondents is presented in Table 6.

Education

Only five of the 52 trustees (9.6%) did not finish high school and at least 51.9 percent of the respondents had at least one university degree. The remaining respondents (41.4%) had at least completed high school and/or moved on to some post-secondary education. It can be said with accuracy that the majority of the trustees were well-educated when compared to those trustees surveyed in Beaudry's and Coleman's studies. Again as mentioned before there was a definite trend between rank and education level. The percentage of respondents with an Education Degree was 7.7 percent. The distribution levels of formal education possessed by the DNDDS trustees are presented in Table 7.

Occupation

Almost all formal trades in the Canadian Armed Forces were represented in this sample. In Table 8 are displayed a breakdown of these trades and the number of respondents from each. The Logistic trade, the largest in the Forces, had the largest percentage of representatives on the school boards with 19.79 percent. The next largest group of trustees were from the Administration trade which made up 15.6 percent, the same percentage as housewives.

TABLE 6

Rank Distribution

Rank 1979 Trustees	Relative Frequency %
Sgt.	15.4
WO	1.9
MWO	1.9
CWO	0.0
Lt.	3.8
Capt.	25.0
Maj.	25.0
Lt. Col.	7.7
Other (Housewife)	15.8
(Teacher)	3.8
Total	100.0

TABLE 7

Formal Education of Trustees

Level of Education 1979 Trustees	Relative Frequency %
Did not complete high school	9.6
Graduated from high school	30.8
Graduated from technical school	3.8
Graduated from college	3.8
Graduated from university	44.2
Attended graduate school	5.8
Attained a Masters degree	0.0
Attained a professional degree	1.0
Attained a Doctorate	0.0
Total	100.0

Also represented but in token numbers were the educators themselves with one principal and one teacher found among the respondents. Both of these educators were advisors to their boards and had no voting status.

The question of professional verus nonprofessional status in occupation was not really valid in this case. The Canadian Armed Forces considered itself to be a professional organization and thus all of its members live by a professional code of conduct unique to an armed force. Thus all the Forces personnel who responded, that is 80.9 percent, were in the professional category. The teachers (3.8%) were professional in the more accepted sense of the word.

Income

In Table 9 the income levels of the trustees according to rank are presented. These incomes were in effect from October 1979 to about October 1980. As can be seen from the Table the majority of the trustees had incomes in excess of $20,000.00 per year.

TABLE 8

Occupation of Trustees

Occupation 1979 Trustees	Frequency %
Engineering	11.7
Logistics	19.6
Administration	15.6
Combat Arms	5.8
Pilot	7.8
Dentist	1.9
Personnel Support	9.8
Military Police	5.8
Chaplain	1.9
Housewives	15.6
Teachers	3.9
Total	100.0

TABLE 9

Income of Trustees

Rank 1979 Trustees	Income Range Eff. Oct. 79
Sergeant	18000-21120
Warrant Officer	20172-22572
Master Warrant Officer	22404-24348
Chief Warrant Officer	25008-26208
Lieutenant	11700-20940
Captain	21660-28680
Major	29340-32940
Lieutenant Colonel	33900-36180
Colonel	37380-38796

Experience

About 80.8 percent of the trustees surveyed had no previous school board experience. However, approximately 73.1 percent of those trustees serving with their boards did have at least one year's experience with community organizations such as the Church and Cubs. Approximately 38.5 percent of the trustees had been with their boards for less than one year; the majority of the trustees (57.7%) had been with their boards for a period of one to four years. In Tables 10, 11 and 12 the various experience levels of the trustees are presented.

TABLE 10

Time With Present Board

Time	Frequency %
Less than one year	38.5
One year but less than four	57.7
Four years but less than eight	1.9
Eight years but less than twelve	1.9
Total	100.0

TABLE 11

Previous School Board Experience

Time	Frequency %
None	80.8
One year	11.5
Two years	1.9
Three years	3.8
Four years	1.9
Total	100.0

TABLE 12

Previous Board Experiences

Experiences	Frequency %
None	26.9
One	15.4
Two	28.8
Three	15.4
Four	3.8
Five or more	9.6
Total	100.0

Terms of Office

Almost 85 percent of the respondents were appointed to their positions whereas only 11.5 percent were elected. This was certainly a marked contrast from the public school systems in Western Canada where almost all trustees were elected by the people they serve. However,

the approach found in the Armed Forces sample was not inconsistent with the rules laid down in 1979 in Canadian Forces Administration Orders which stated that:

> the Commanding Officer shall, having regard to the need for the widest possible representation from parents of children attending DNDDS, form a school board of at least three persons nominated or appointed by him (CFAO 54-5, 13).

In the case of DNDDS the real authority for the operation of the school board rested with National Defence Headquarters through the Commanding Officer, not directly in the hands of the parents. The majority of those who did respond were trustees and held no other position on the boards. However, 38.5 percent of the respondents were chairpersons of their respective boards. Thus there was an opportunity to examine the responsibilities of both the trustee and the chairperson.

TABLE 13

Terms of Office

Terms of Office	Frequency %
Elected	11.5
Appointed	84.6
Other	3.8
Total	100.0

Reading Habits

About one third of the trustees have never read publications put out by teacher organizations. The reasons for this probably vary from sheer lack of interest to lack of availability of these publications. Another 25 percent of the trustees claimed to have read these publications monthly and another 41.2 percent had read them at least three or four times a year.

TABLE 14

Teacher Publications

Times Read	Frequency %
Never	33.3
Monthly	25.5
Three or four times	41.2
Total	100.0

Almost 41 percent of the respondents had never read periodicals put out by trustee Associations. Another 58.8 percent of the trustees had read these materials from time to time with 43.1 percent of the trustees claiming to have had read these monthly.

TABLE 15

Trustee Publications

Times Read	Frequency %
Never	41.2
Monthly	43.1
Three or four times	15.7
Total	100.0

SUMMARY

There were several general observations implicit to DNDDS trustees from the data presented in this chapter. Specifically they were:

1) It appeared that most of the DNDDS trustees were male. The largest number of trustees were between the ages of 30 to 49 years.

2) In terms of socio-economic status, the trustees were for the most part officers who had at least graduated from high school and who more likely than not possessed a college diploma or a university degree. As well, the majority of the trustees earned in excess of $20,000.00 per year in 1979.

3) The vast majority of the trustees surveyed had no previous school board experience. As well, the majority of the trustees (57.7%) had been with their present boards for at least one year.

4) The largest number of trustees (84.6%) were appointed to their positions. Only 11.5 percent of the trustees obtained their positions through the election process.

5) The DNDDS trustee or the majority of those who replied to the questionnaire read publications of both teacher and trustee Associations at least three or four times per year.

CHAPTER VII

ROLE AND FUNCTION OF TRUSTEES

The main forum in which a trustee exercises power is the school board meeting. It is here in a controlled environment that the problems of the district are brought up for discussion and debate and policy laid down. The school boards established by DNDDS were no exception. By law, in 1979, these boards were required to meet at least once every two months and as well they shall send a copy of the minutes of these meetings to National Defence Headquarters/Director-General Dependent Education for information and review (CFAO 54-5, 7). As shown in Table 16, most of the trustees polled, 84.6 percent, belonged to boards which held meetings less than twelve times per year. Another group of trustees (13.5%) had boards which met between 13 to 18 times per year. A very small percentage of the trustees (1.9%) met more than 18 times per year.

To be an informed trustee, he/she should attend meetings regularly. This was certainly happening in DNDDS boards as is indicated in Table 17. About 75 percent of the respondents reported that they attended all school board meetings. About 23.1 percent of the trustees attended at least 75 percent of the meetings while the remaining 1.9

percent attended at least one-half of the school board meetings. These attendance figures were good when it is considered that the Canadian Forces consist of a group of mobile people who at any time can find themselves anywhere in the country or world with little or no advance notice.

TABLE 16

Board Meetings Per Year

Number of Meetings	% Response
Less than 12 times per year	84.6
13 to 18 times per year	13.5
19 to 24 times per year	1.9
Total	100.0

TABLE 17

Trustee Attendance at Meetings

Attendance	% Response
100%	75.0
More than 75%	23.1
50 to 75%	1.9
Total	100.0

Besides attendance at school board meetings, the trustees were also asked to list their amount of participation in certain other education related activities. The

results are summarized in the following table.

TABLE 18

Participation in Education Related Activities

ACTIVITY	Degree of Trustee Participation (Relative Frequency) % of Respondents			
	All of the time	Most of the time	Seldom	Never
1. Parent-Teacher Association	13.5	23.1	9.6	34.6
2. Parent-Teacher Disputes	23.1	13.5	30.8	30.8
3. Teacher Inservice Programs	7.7	13.5	32.7	40.4
4. Principal Board Meetings	65.4	3.8	7.7	21.2
5. Assisting Local School Principals	30.8	28.8	11.5	23.1
6. Preparing Board Agendas	40.4	11.5	19.2	26.9
7. Attending Educational Conferences	3.8	7.7	21.2	63.5
8. Liaison with Superintendent	26.9	11.5	17.3	32.7
9. Teacher-Board Salary Negotiations	38.5	11.5	9.6	32.7
10. Teacher Evaluation	17.3	11.5	13.5	57.7
11. Attendance at School Activities	15.4	40.4	28.8	9.6
12. Acting as Spokesperson	34.6	13.5	28.8	21.2
13. Attending Administration Association Conferences	3.8	1.9	23.1	63.5
14. Preparing School Board Reports	26.9	28.8	15.4	26.9

When Table 18 was examined a few facts became apparent. There appeared to be much involvement by the trustees in the following areas: principal board meetings; attendance at school activities; assistance to local school principals; preparation of agendas; and preparation of school board reports. There also appeared to be very little involvement by the trustees in teacher inservice programs, educational conferences and administrative association conferences.

In Table 19 it was possible to distinguish these results between the chairpersons and the other trustees. After examining Table 19 it was possible to find a significant mean difference between the involvement of the chairpersons and the other trustees in several areas such as principal board meetings, preparation of agendas, assistance to superintendents, teacher evaluation, attendance at school activities, and preparation of reports. Both the chairpersons and the other trustees seldom participated in teacher inservice programs, educational or administration association conferences.

Another important aspect of the role and function of the trustees was the degree of influence the trustees have in decision-making. Many common areas of educational decision-making were presented and the trustees were asked to declare whether they felt they influenced decisions in these areas all of the time, most of the time, seldom, or not at all. The responses of the trustees are outlined in

Table 20.

TABLE 19

Trustee Activities

ACTIVITY	Mean Response	
	Trustee	Chairman
1. Parent-Teacher Association	3.0417	2.3330
2. Parent-Teacher Disputes	2.9259	2.3500
3. Teacher Inservice Programs	3.2143	3.0000
4. Principal Board Meetings	2.1786	1.3684
5. Assisting Local School Principals	2.5000	1.8889
6. Preparing Board Agendas	3.0000	1.3500
7. Attending Educational Conferences	3.5714	3.3889
8. Liaison With Superintendent	3.0370	1.6875
9. Teacher-Board Salary Negotiations	2.6296	1.8889
10. Teacher Evaluation	3.4643	2.7000
11. Attendance at School Activities	2.5556	2.0526
12. Acting As Spokesperson	3.1481	1.2000
13. Attending Administration Association Conference	3.6429	3.5000
14. Preparing School Board Reports	3.0370	1.6000

TABLE 20

Degree of Influence in Decision-Making

ACTIVITY	% Response (Relative Frequency)			
	All of the time	Most of the time	Seldom	Never
1. Hiring Teachers	32.7	26.9	17.3	23.1
2. Hiring Other Professional Staff	23.1	9.6	34.6	13.5
3. Hiring Administrative Staff	40.4	19.2	3.8	28.8
4. Signing Teacher Contracts	42.3	7.7	7.7	36.5
5. Signing Other Professional Contracts	17.3	11.5	9.6	48.1
6. Signing Administrative Contracts	25.0	7.7	9.6	44.2
7. Allocation of Staff	17.3	15.4	26.9	40.4
8. Sabbatical Leave	26.9	11.5	15.4	32.7
9. Developing Budgets	36.5	17.3	13.5	28.8
10. Allocation of Budgets	36.5	17.3	21.2	21.2
11. Curriculum Development	5.8	13.5	42.3	34.6
12. Local School Policy	34.6	30.8	21.2	7.7
13. Standards of Discipline	19.2	21.2	34.6	21.2
14. Transport of Students	23.1	23.1	23.1	21.2
15. School Health Program	11.5	25.0	25.0	34.6
16. Teacher Inservice Programs	5.8	7.7	38.5	38.5
17. Cleanliness of Schools	17.3	19.2	21.2	38.5
18. Maintenance and Repair of Schools	17.3	30.8	23.1	26.9
19. Authorizing Use of School After Hours	36.9	19.2	13.5	28.8
20. Record Keeping/Statistics	19.2	25.0	15.4	38.5
21. Visits of Provincial Education Officials	19.2	13.5	13.5	48.1

When Table 20 is examined it is apparent that the trustees were heavily involved in such things as hiring teachers, hiring administrative staff, signing teacher contracts, developing budgets, allocating budgets, developing local school policy and authorizing use of schools after hours. However, in such things as curriculum development, standards of discipline, school health programs, teacher inservice programs, cleanliness of schools, maintenance and repair of schools and visits of Provincial Education Officials, the trustees seem to have little input in these decisions. Also, in such areas as the signing of other professional contracts and signing administrative contracts, the trustees had little input.

Again it was possible to distinguish the degree of influence between the chairpersons and the other trustees on the above listed items. The information presented in Table 21 indicated that the chairpersons were much more involved in making decisions than were some of the other trustees surveyed. In matters such as hiring other professional staff, signing other professional contracts, signing teacher contracts, signing administrative contracts, allocating of staff and sabbatical leave, developing budgets, developing curriculum, setting standards of discipline and establishing school health programs, it appears that the trustees felt themselves seldom to influence decisions. However, there appeared to be much influence by the chairperson in most of the same areas. It might be surprising

that there was such low influence in decision-making areas by other trustees in such matters as developing and allocating budgets, setting standards of discipline, allocating sabbatical leave and hiring administrative staff.

SUMMARY

Some general conclusions in relation to the role of the DNDDS trustee that were obtained from the data presented in the chapter were:

1) The majority of the respondents (84.6%) reported that they belonged to boards that held meetings less than 12 times per year.

2) DNDDS board meetings were well attended with 75 percent of the trustees attending all board meetings.

3) With regard to the degree of participation in education-related matters there was more involvement by the chairpersons in the areas of principal board meetings, preparation of agendas, assistance to superintendents, teacher evaluation, attendance at schools and preparation of reports than by other trustees.

4) The chairpersons perceive themselves as having more input than other trustees with regard to the degree of influence in decision-making areas.

TABLE 21

Degree of Influence on Decisions

ACTIVITY	Mean Response	
	Trustee	Chairman
1. Hiring Teachers	2.7143	1.8000
2. Hiring Other Professional Staff	3.1538	2.0000
3. Hiring Administrative Staff	2.9231	1.2105
4. Signing Teacher Contracts	3.1923	1.3158
5. Signing Other Professional Contracts	3.6400	1.8750
6. Signing Administrative Contracts	3.3600	1.8750
7. Allocation of Staff	3.3214	2.4000
8. Sabbatical Leave	3.0370	1.6667
9. Developing Budgets	3.0769	1.3500
10. Allocation of Budgets	2.8462	1.4500
11. Curriculum Development	3.4074	2.6842
12. Local School Policy	2.3704	1.5000
13. Standards of Discipline	3.0000	2.1000
14. Transportation of Students	2.7778	1.9412
15. School Health Programs	3.2222	2.4737
16. Teacher Inservice Programs	3.2222	3.1111
17. Cleanliness of Schools	3.2963	2.2632
18. Maintenance and Repair of Schools	3.0000	2.0500
19. Authorizing Use of Schools After Hours	2.7778	1.7000
20. Record Keeping/Statistics	3.1429	2.1579
21. Visits of Provincial Educational Officials	3.5600	2.2000

CHAPTER VIII

SUMMARY, CONCLUSIONS AND IMPLICATIONS

In this chapter a summary and review of the most important aspects of this study is made. Furthermore, conclusions and implications are presented and some suggestions with respect to further research areas are given.

PURPOSES OF STUDY

The major purpose of this study was to examine the role, profile and nature of the DNDDS trustee and his/her influence on educational decision-making within the local system. Among the sub-problems considered were:

1) To obtain some general demographic information regarding age, sex, rank, reading habits and community functions of the trustees.

2) Whether the dependent school trustees were appointed or elected.

3) What influence these trustees had within the system.

4) What duties they had and what amount of time the dependent school trustee spent on educational issues.

5) Whether or not there was any real difference between the role and influence levels of the chairperson and the other trustees.

The minor purpose was to analyze the creation of DNDDS in Canada as well as to review the Federal-Provincial agreements with regard to those schools that were in operation in 1979. More specifically some of the questions which were addressed were:

1) What prompted the creation of these dependent schools?

2) What was the initial organization and operation of the system?

3) What were the reasons for its continued growth?

4) What were the terms of provincial acceptance of dependent schools in Canada in 1979?

SUMMARY

Education in Canada is the responsibility of the provinces under Section 93 of the British North America Act. However, because of the residual power of this Act, the federal government has entered the field of education for Indians, DND dependents, prisoners and several other groups. In the area of DNDDS the federal government has attempted through negotiation with the provinces to make federal entry into this area as painless as possible for the provinces. Agreements have existed between nine of the provinces and the federal government. Each agreement did recognize the power of the federal government to establish and operate these schools but under the rules and

regulations of the host province. In 1977-78, the federal government spent $34 million to educate 15,000 children of Armed Forces families in Canada.

Over the past few years there have been several studies on school boards, particularly on the profile and role of its members. Such studies are important because the school boards are charged with educating school children. By attempting to learn something of the background, profile, role and perceptions of the trustees, the knowledge concerning trustees increased. This knowledge in turn might lead to a better understanding of the trustee and the trusteeship.

Canadian Armed Forces dependent schools are run locally through their own board or by a local municipal board. The focus of this study has been the DNDDS trustee. This study was a pioneering effort not because it was about trustees but because it was about a group of trustees operating in a rather unique environment. The dependent school trustees were perhaps the least known of any trustees and for this reason any knowledge that was obtained would help in understanding who they were.

In the literature reviewed for this study, an attempt was made to discuss literature which dealt with the role and function of the chairperson as well as the other trustees and trustee selection. The literature of the 1970's stressed the traditional view of the trustee as a

representative of the people. This literature also seemed to stress the idea that the trustee of the 1970's was experiencing difficulty in fulfilling his traditional role. The trustee of the late 1970's was becoming swamped by the complexity of education. He was more often the legitimator of the education experts than the spokesman of the needs of his constituents.

The data for this study were gathered from a questionnaire sent to trustees at 32 Canadian Forces Bases and Stations in Canada. This questionnaire had as its basis the Beaudry questionnaire and the questionnaire used for Coleman's study of Saskatchewan trustees. Of the 96 questionnaires sent out, 52 responses were obtained. These responses were from every province in Canada except Newfoundland.

Data were analyzed using the Statistical Package for the Social Sciences Version H Computer Program at the University of Alberta. Comparative analysis was used. Data relating to demographic factors, sex, age, rank, education and previous experience were presented by descriptive statistical format using means and relative frequencies. Data were organized into two general areas: the profile of the trustees and the role and functions of the trustees.

The Trustee Profile

An examination of the sex, rank, age and education level of the DNDDS trustee revealed the following:

1) The majority of the DNDDS trustees were male (84.6%). In fact, only eight females did reply and no female military personnel responded to the survey instrument.

2) The majority of the trustees (63.5%) were between the ages of 30 to 39. Very few of the trustees (5.8%) were in the 50 to 59 age bracket.

3) Rank and economic status tended to go hand in hand in the Armed Forces as renumeration increased with rank. It appeared that the majority of the trustees were either Captains or Majors with a 25 percent response rate respectively. No one below the rank of Sergeant responded.

4) The education level of the trustees was relatively high. Only 9.6 percent of the respondents did not graduate from high school. High school graduation was possessed by 30.8 percent. The rest of the trustees (59.6%) had post-secondary education of one kind or another.

5) Trustees came from many military occupations found in the Canadian Armed Forces. For example, the Logistics trade had 19.6 percent of DNDDS trustees come from its ranks. Housewives accounted for 15.6 percent of the trustees. There was also one response from a teacher and a principal who were non-voting board members.

6) Many of the trustees (80.8%) had no previous school board experience. Only 26.9 percent of the trustees

had no experience with any type of board be it Church, Canadian Girl Guides, or Canadian Boy Scouts. The majority of the trustees (57.7%) had been with their present board for less than four years; 38.5 percent of the trustees for less than one year.

7) The largest percentage of trustees (84.6%) were appointed to their school boards whereas only 11.5 percent were elected.

8) The reading habits of the DNDDS trustees indicate that about 33 percent of the trustees had never read magazines put out by teacher organizations whereas 41 percent of the trustees had never read magazines put out by their own trustee organizations. The majority of trustees however, did read publications from both organizations at least three or four times a year.

Trustee Role and Functions

The role and functions of trustees dealt with board related activities such as the number of meetings, participation at various events and finally the degree of influence the trustees felt they had in various selected decision-making areas.

1) The majority of the trustees (84.6%) belonged to boards which held meetings less than 12 times per year. However, some 75 percent of the trustees attended all meetings while another 23.1 percent of the trustees attended at least three quarters of the meetings.

2) Because of the way the data were analyzed it was possible to examine separately the chairperson's and the other trustees' responses to this part of the questionnaire. When this was done, there were significant differences in at least seven areas of participation. These differences meant that the chairperson participated much more in principal-board meetings, preparation of board agendas, assistance to the superintendent, teacher evaluation, attendance at school board activities and spokesman for the board than did the other trustees. Furthermore, the trustees felt they seldom participated in the parent-teacher disputes. Both groups seldom participated in teacher inservice programs or were in attendance at educational or administration association conferences.

The findings mentioned above were somewhat different from those found by Beaudry in his 1978 study of Alberta trustees. His inspection of the data on Alberta trustees revealed that the trustees had personal conferences with the superintendents at least four times yearly, participated in inservice programs, met with school personnel, attended parent-teacher association meetings at least twice a year, prepared board agendas, attended administrator association meetings and attended school staff meetings (Beaudry, P. 65, 1978).

3) It was also possible to examine the amount of input the trustees had with reference to decision-making. Again, when taken as a whole, the trustees believed

themselves to be heavily involved in decision-making in the following areas: hiring teachers, hiring administrative staff, signing teacher contracts, developing local school policy, developing and allocating budgets, maintaining and repairing schools and authorizing the use of schools after hours. However, when these items were again reviewed in terms of the trustees' and chairpersons' responses respectively, the chairperson appeared much more heavily involved in these areas than did the other trustees.

Whereas the degree of involvement of trustees in DNDDS boards appeared to be low in the areas mentioned, by contrast Beaudry found in his study on Alberta trustees that there was significant involvement by trustees in budget development and allocation, in administrative appointments and the establishment of decision-making structures for their respective school boards (Beaudry, P. 69, 1978).

4) The facts expressed here seem to indicate that the chairperson of the DNDDS board was able to exercise great control over his board and as a result of this the other board members were not able to function as fully as they might.

CONCLUSIONS

This thesis lends itself to a number of conclusions which were best restricted to DNDDS trustees in Canada. These conclusions can be categorized as those

concerning the minor purpose of the thesis and those conclusions concerning the major purpose.

1) DNDDS were created because of the need to provide education for the dependents of Canadian Armed Forces personnel. Military installations were found on property that local municipal or provincial authorities were not allowed to tax. Therefore, where it was possible to negotiate an agreement with local authorities to provide these dependents with a satisfactory education this was done. Otherwise, the Department of National Defence built and operated their own schools.

2) Prior to 1947, there was limited organization of these schools. However, with the passage of a Privy Council Order in 1947, the terms of reference for these schools were laid down. Since 1947 there have been several Privy Council Orders passed expanding these terms of reference. In 1979, these schools were responsible to the Department of National Defence, specifically the Director-General of Dependent Education. In 1979, this position was filled by Rene Morin.

3) As education is a provincial responsibility under Section 93 of the British North America Act, the agreements that have been worked out by the federal government with 9 of Canada's 10 provinces accepted the supremacy of provincial regulations governing these schools. There were no DNDDS in Newfoundland, the Yukon or the North West Territories in 1979.

4) The Department of National Defence in 1979 maintained agreements to operate these schools with all provinces except Newfoundland. These agreements were not always the same but did recognize the supremacy of the provinces. Some of the more common terms of acceptance by the provinces were to allow DNDDS to operate provided the DNDDS paid non-resident fees or operating costs, or gave tax credits to the provinces.

5) The profile of the DNDDS trustee indicated that for the most part, he was likely to be male and between the ages of 30-39.

6) The DNDDS trustee was more likely to be an officer with at least a high school diploma but more likely he possessed a college diploma or a university degree.

7) The rank, occupation and income level for the trustee was varied, however, he was more likely to be an officer employed in Logistics or Administration and earn in excess of $20,000.00 per year in 1979.

8) The majority of the DNDDS trustees (80.6%) were new to their positions as trustees but many of them had had previous community experiences on such things as local Church, Canadian Boy Scout or Canadian Girl Guide executives.

9) The majority of the trustees (84.6%) were appointed to their trustee positions.

10) The trustees belonged to boards which held meetings less than 12 times per year and about 98 percent

of the trustees attended at least three-quarters of the meetings.

11) When the data were examined it did appear that there was a high degree of participation by the trustees in education-related activities. However, when data were examined from the basis of trustee versus chairperson responses, there was more involvement by the chairperson than by the other trustees in several areas such as preparation of agendas, attendance at school activities and assistance to superintendents.

12) In like manner, when the data were examined with regard to decision-making a similar trend developed. Taking all responses as from trustees, there seemed to be a great deal of involvement in decision-making by the trustees. However, when the responses of trustees and chairpersons were examined separately, there was more involvement by chairpersons than by other trustees in such areas as staffing, developing and allocating budgets and developing local school policy.

IMPLICATIONS

Comparing the results of this study with the study of Beaudry and that of Coleman, the profile of the DNDDS trustee was not that much different than his public school trustee counterpart. Generally these studies, that of Beaudry and that of Coleman, did indicate that the majority of the public school trustees were male, between

the ages of 30-49, had completed at least high school, had little previous school board experience but brought with them experiences from other community activities such as scouts or church and read education related publications from time to time. In these areas the DNDDS trustee was similar to his public school counterpart.

Implications with regard to representativeness of the trustees were presented. Approximately 85 percent of the DNDDS trustees were appointed and the majority of these appointments seem to have gone to officers. As there were more lower ranks in the Canadian Armed Forces than were found in the officer corps, it would appear from the data received that officer trustees are over-represented. As a result perhaps a deliberate attempt to encourage more lower ranks to participate on the school board should be undertaken. Such a step would certainly be in keeping with the Minister of National Defence directive calling for the widest possible representation from parents of children to sit on school boards.

With regard to the decision-making role of the trustees, the implication from the data received was that there was more influence by the chairperson than by the other trustees in most areas of decision-making. In fact, only in the area of teacher inservice was there no significant difference between the trustees and the chairperson. Although this information was obtained from a small sample,

the indication is that the chairperson was able to influence decision-making more than the other trustees.

IMPLICATIONS FOR FURTHER RESEARCH

The data available about DNDDS trustees were negligible. This thesis offered some detail on this particular form of the school trusteeship in Canada but the DNDDS trusteeship appears to provide fruitful research opportunities which it is suggested should be attempted. Some specific areas which might be explored are:

1) An analysis that permits a more detailed investigation of the role relationship between the trustees and the chairpersons.

2) An investigation of the attitudes of DNDDS trustees on selected topics of educational concern. Such an investigation would determine the educational philosophies of the trustees.

3) Further research into the DNDDS trustees overseas that operate DND schools to determine whether or not there are any differences between them and their counterparts serving in Canada.

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APPENDICES

APPENDIX A

THE SURVEY INSTRUMENT

INSTRUCTIONS:

This questionnaire is designed to gain an insight into the role of the Department of National Defence Dependent School Trustee. Specifically, I am attempting to determine their influence in their local systems as well as their duties and the time they spend on issues. Please answer each question to the best of your ability.

All responses will be treated in strictest confidence and used for statistical purposes only.

Please answer the following questions by circling the number in front of the appropriate response.

1. Sex : 1. Male 2. Female

2. Age at last birthday:
   1. 29 or under
   2. 30 to39
   3. 40 to 49
   4. 50 to 59

3. In what province do you presently reside?
   1. Newfoundland
   2. Prince Edward Island
   3. Nova Scotia
   4. New Brunswick
   5. Quebec
   6. Ontario
   7. Manitoba
   8. Saskatchewan
   9. Alberta
   10. British Columbia

4. What is your rank?
   1. Pte.
   2. Cpl.
   3. Mcpl.
   4. Sgt.
   5. WO
   6. MWO
   7. CWO
   8. Lt.
   9. Capt.
   10. Maj.
   11. Lt. Col.
   12. Col.
   13. Other (housewife)

5. What trade in the Service are you presently filling?

6. Please indicate the amount of formal education that you have. Circle only the highest level.
   1. Did not complete secondary school
   2. Graduated from secondary school
   3. Graduated from a technical institute
   4. Graduated from college
   5. Graduated from university
   6. Attended Graduate school
   7. Attained a Master's degree (MA, M Sc, MBA)

8. Attained a Professional Degree (MD, DDS, LBB)
9. Attained a Doctorate De gree (Ed. D , Ph D)

7. Do you hold an Education Degree?
   1. No. 2. Yes _____ at the B.Ed. level
   _____ at the M.Ed. level
   _____ at the Ed. D. level

8. How long have you been a member of this School Board?

   1. less than 1 year
   2. 1 year, but less than 4
   3. 4 years, but less than 8
   4. 8 years, but less than 12

9. On how many other School Boards have you previously served excluding the one on which you are a member now?
   1. None
   2. one
   3. two
   4. three
   5. four
   6. five or more

10. Exclusive of School Boards, on how many other boards hve you been a member over the last three years? (Church, Scouts, etc.)
   1. None
   2. one
   3. two
   4. three
   5. four
   6. five or more

11. Please indicate the actual/preferred size of your board:
   _____ Actual _____ Preferred

12. Please indicate the actual/preferred length of term of office on the board:
   _____ Actual _____ Preferred

13. Have you been appointed or elected to your present position?
   1. Elected 2. Appointed

14. Specifically, are you:
   1. A Trustee 2. Chairman of the Board

15. Do you read publications put out by the Teachers' Associations in your area?
   1. Never
   2. monthly
   3. 3or4 times a year

16. Do you read publications put out by local Trustees' Associations?
   1. Never
   2. 3or4 times a year
   3. monthly

Part-2 deals with your activities with the board.

17. How many times did your board meet during the period 1 January 78-31 December 78?
    1. less than 12 times
    2. 13 to 18 times
    3. 19 to 24 times
    4. more than 24 times

18. What percentage of the regular meetings have you attended since you became a member?
    1. 100%
    2. more than 75%
    3. 50 to 75%
    4. less than 50%

19. How often do you participate in the following?
    1. all of the time
    2. most of the time
    3. seldom
    4. not at all

20. Parent-Teacher Association meetings	1.	2.	3.	4
21. Settlement of Parent-Teacher disputes	1.	2.	3.	4
22. Teacher Inservice programs	1.	2.	3.	4
23. Principal-Board meetings	1.	2.	3.	4
24. assisting local school principals	1.	2.	3.	4
25. preparing board agendas	1.	2.	3.	4
26. attending educational conferences	1.	2.	3.	4
27. direct liasion with Superintendent	1.	2.	3.	4
28. Teacher-Board salary negotiations	1.	2.	3.	4
29. Teacher evaluation	1.	2.	3.	4
30. attendence at school activities	1.	2.	3.	4
31. acting as spokesperson for the board	1.	2.	3.	4
32. attending administrative association conferences	1.	2.	3.	4
33. preparing School Board Reports	1.	2.	3.	4

34. How often do you influence decisions in the following areas?
    1. all of the time
    2. most of the time
    3. seldom
    4. not at all

35. hiring of teachers	1.	2.	3.	4
36. hiring of other professional staff (counsellors, psychologists)	1.	2.	3.	4
37. hiring administrative staff (principals, superintendent)	1.	2.	3.	4
38. signing teachers' contracts	1.	2.	3.	4

39. signing other professional contracts	1.	2.	3.	4
40 signing administrative contracts	1.	2.	3.	4
41. allocation of staff	1.	2.	3.	4
42. sabbatical leave	1.	2.	3.	4
43. developing budgets	1.	2.	3.	4
44. allocation of budgets	1.	2.	3.	4
45. curriculum development	1.	2.	3.	4
46. local school p olicy	1.	2.	3.	4
47. standards of discipline	1.	2.	3.	4
48. transportation of students	1.	2.	3.	4
49. school health programs	1.	2.	3.	4
50. Teacher Inservice programs	1.	2.	3.	4
51. cleaniness of schools	1.	2.	3.	4
52. maintenance/repair of buildings	1.	2.	3.	4
53. authorizing use of school after regular hours	1.	2.	3.	4
54. record keeping/statistical reports	1.	2.	3.	4
55. arranging visits of Provincial Educational Officials	1.	2.	3.	4

56. Below please list any other area which you feel is important.

APPENDIX B

PRIVY COUNCIL DOC. 1271, 1947

MD/7

P.C.1271 Appendix "A" replaced by 33 90 P.C. 4212 - 17-10-47

The Committee of the Privy Council have had before them a report, dated 13th March, 1947, from the Minister of National Defence, stating as follows:

(a) (i) The Department of National Defence has endeavoured to assist in relieving the present housing shortage by making available at various establishments, camps and stations throughout Canada emergency quarters for married personnel of the Canadian Armed Forces.

(ii) Married personnel who occupy such quarters pay rent therefor on an emergency housing basis.

(iii) In many cases children of personnel so quartered are unable to obtain proper education due to lack of school facilities in such establishments, camps and stations.

(b) (i) When married personnel of the armed services are provided with permanent married quarters they no longer receive an allowance in lieu thereof and therefore in a sense may be considered as paying rent to the Crown for the premises so occupied. As the Crown pays no school or other municipal taxes as such, certain municipalities have objected to supplying educational facilities for children for which they receive no compensation.

(ii) Married personnel who are not living in married quarters and rent quarters for themselves and their families have educational facilities for their children provided by the municipalities in which they reside, the cost of which they pay indirectly through the rentals paid to their landlords who in turn pay school taxes to the municipalities concerned.

(c) Other personnel of the Canadian Armed Forces, and civilian personnel employed by the Department of National Defence, are living in the vicinity of establishments, camps or stations situated in areas where educational facilities are non-existent or very poor, and although not living in married quarters are, because of the exigencies of the service, deprived of the opportunity of having their children properly educated.

(d) It is considered that there is some obligation on the Department to insure that children of personnel of the Armed Forces are not deprived of their right to and the benefit of proper education. This is recognized by the British War Office which provides schools and teachers for children of members of the forces in all parts of the world without expense to the parents.

(e) The morale of married personnel in establishments, camps and stations throughout Canada is seriously affected by reason of the fact that certain members of the forces are stationed in localities where there are no facilities for their children to receive education.

(f) The educational authorities of the provinces concerned have been approached in connection with this matter and have offered to co-operate in accordance with their educational policy. For instance the province of Ontario is prepared to pay 50% of the cost of operating schools in service camps and stations, and Manitoba is prepared to make educational grants on the basis of One Dollar per teacher per teaching day.

(g) Funds to cover the expense involved have been provided for in or can be made available from Annual Navy, Army and Air Force Estimates for 1947-48.

The Committee, therefore, on the recommendation of the Minister of National Defence, advise that Your Excellency may be pleased to approve the Order hereto annexed as Appendix "A".

(Attached as Appendix "B" are four typical locations which will indicate the nature of the expenditure for the Army. Attached as Appendices "C" and "D" are statements indicating the probable expenditures for the Navy and the Air Force respectively.)

Louis S. St. Laurent

Approved

Alexander of Tunis

APR 3 1947

RB 1272a

Appendix "A" referred to in Submission dated 13 March, 1947.

ORDER

1. The Minister of National Defence (hereinafter referred to as the "Minister") is authorized to establish, equip and maintain schools for the education of children and employ teachers therefor in establishments, camps and stations where suitable educational facilities are not available within a reasonable distance from such establishments, camps and stations.

2. The Minister is authorized to enter into agreements with the education authorities of the provinces, municipalities, states, countries or colonies in which such schools are situated with respect to the sharing of the cost of operating such schools, the government of such schools and the standards of education to be attained therein.

3. Facilities in schools established under this Order may be made avnilable

(a) without charge to children of service personnel living in married quarters in the establishments, camps or stations where such schools are established;

(b) to children of married personnel who are residing at or within such distance of aforementioned establishments, camps or stations as may be prescribed by the Minister provided that, so long as married personnel concerned are in receipt of full subsistence and marriage allowance, they shall pay such fee as the Minister may fix;

(c) to children of civilian personnel regularly employed by the Department of National Defence, including temporary employees and those employed on an hourly basis, who are residing at or within such distance of aforementioned establishments, camps or stations as may be prescribed by the Minister, on payment of such fee as he may fix.

4. Where suitable educational facilities are available within a reasonable distance of an establishment, camp or station, the Minister, in lieu of establishing a school as provided herein, may

(a) authorize the re-imbursement to the personnel mentioned in sub-paragraph 3 (a) above of all or any part of any fees they may be required to pay with respect to the use of such facilities by their children;

(b) where suitable public transportation facilities are not available, authorize the officer commanding such establishment, camp or station to provide service transportation facilities upon payment by all personnel mentioned in paragraph 3 above of such charges as may be fixed by the Minister.

P.C. 1371-A.

APPENDIX "B" referred to in Submission dated 13 March 1947.

1. The attached estimate has been prepared on the following basis:

(a) Average pupils per teacher - approximately 30.

(b) Where more than one teacher at a school, a principal will be required.

(c) No rental will be charged for building but a reasonable charge will be made for services provided.

2. Attention is drawn to the fact that legislature grants are not paid till after the close of a school year. The actual costs which must be financed are, therefore, as follows:

First year	--	Initial cost plus TOTAL operating cost.
Second and subsequent years	--	NET operating cost.

Appendix "B"

Estimated Cost

	Borden	Barriefield	Petawawa	Shilo	
Approximate number of children.	150	200	40	150	
Probable number of classrooms and teachers.	5	7	1	5	
Initial Costs					
Converting buildings for use as schools @ $150 per room.	$750	$1050	$150	$750	
Purchase of school desks @ $10 each.	$1500	$2000	$400	$1500	
Purchase of school maps, globes, and other such items of equipment @ $50 Per teacher.	$250	$350	$50	$250	
Purchase of reference books @ $25 per teacher.	$125	$175	$25	$125	
TOTAL INITIAL COST	$2625	$3575	$625	$2625	$9,450
Operating Costs					
Heating @ $10 per month per room for 7 months.	$350	$490	$70	$350	
Lighting @ $2 per month per room for 7 months.	$70	$94	$14	$70	
Cleaning and miscellaneous occupancy charges @ $4 per month per room for 10 months.	$200	$280	$40	$200	
Cost of text books, exercise books, paper, and miscellaneous items @ $8.50 per pupil per year.	$1275	$1700	$340	$1275	
Miscellaneous expenses @ $5 per pupil per year.	$750	$1000	$200	$750	
	$2645	$3564	$664	$2645	
Teachers Salaries					
Principal	$2400	$2400		$2400	
Teachers @ $1500	$6000	$9000	$1500	$6000	
TOTAL OPERATING COSTS	$11,045	$14,964	$2,164	$11,045	
Less					
Grants from Provincial Depts. of Education:					
Ontario - 50% (Approximately)	$5522	$7482	$1082		
Manitoba - $1.00 per teacher per teaching day, maximum 200 days per year.				$1000	
NET OPERATING COST	$5,523	$7,482	$1,082	$10,045	$24,132

RG.127-C.

Appendix "C" referred to in
Submission dated 13 March, 1947.

ROYAL CANADIAN NAVY

ESTIMATES FOR EDUCATION OF CHILDREN.

No new schools contemplated.

Reimbursement of non-resident fees:

40 pupils @ $50.00 per annum	$2,000.00
Service transportation costs	$4,000.00
Total	$6,000.00

ROYAL CANADIAN AIR FORCE

ESTIMATES FOR EDUCATION OF CHILDREN.

R.C.A.F. REGULAR

Non-Resident fees	$8,100.	
Teachers Salaries	$9,000.	
Maintenance of buildings and equip.		$5,447.

PHOTO SURVEY

Non-resident fees	$377.	

NORTH WEST STAGING ROUTE

Non-resident fees	$725.	
Teachers salaries	$4,700.	
Equip. and maintenance of buildings		$1,400.
Total non-recurring cost		$6,847.
Total recurring cost	$22,902.	

APPENDIX C

PRIVY COUNCIL DOC.13/288,1968

ORDER

PROVISION OF EDUCATIONAL FACILITIES AT DEFENCE ESTABLISHMENTS IN CANADA

1. For the purpose of this Order:

(a) "children" means persons who are either legitimate children, adopted children, step children, or children in respect of whom a member has accepted full financial responsibility and has commenced adoption proceedings and who, at the commencement of the school year, qualify under the age limitations and such other restrictions as prescribed in applicable provincial or territorial legislation for purposes of determining eligibility for free public education;

(b) "educational facilities" shall include schools in which the language of instruction is carried out in one or the other of the official languages of Canada, and shall cover all phases of education within elementary and secondary levels, in accordance with applicable provincial or territorial regulations, including schools established for the education of handicapped children;

(c) "school staff" means superintending, inspectorial, supervisory, instructional, specialist and administrative personnel whose services are acquired by the Minister under this Order;

(d) "member" means a member of the Canadian Forces;

(e) "defence establishment" means any area or structure under the control of the Minister;

(f) "Minister" means the Minister of National Defence.

2. Where in the opinion of the Minister suitable educational facilities are not available within a reasonable distance from a defence establishment, the Minister is authorized to establish a school for the education of children at or near such defence establishment.

3. The Minister may authorize the officer in command or in charge of such defence establishment to nominate or to appoint, as applicable, a school committee or board for the administration of the schools established by the Minister under this Order.

4. Any school established by the Minister under this Order shall thereupon be operated under the direction of the Minister in accordance with the following arrangements:

(a) The said school shall be administered by the said school committee or board in accordance with the provincial Act respecting schools and under the direct jurisdiction of the Provincial Department of Education;

(b) The contracts for employment of school staff shall be between the Chairman of the School Committee or board and the school staff;

.../2

(c) The text-books, supplies and equipment for the use of the school staff and children at the said schools shall be obtained in accordance with instructions issued by the Minister;

(d) The Minister may enter into, or authorize, any agreement or arrangement with the appropriate educational authority as he may deem necessary with respect to the cost of the construction, operation and government of such school.

5. Educational facilities provided in schools established under this Order may be made available:

(a) Without charge to children of members residing at a defence establishment, whether or not the said members are occupying public quarters;

(b) Without charge to children of civilian personnel employed by the Department of National Defence including temporary employees and those employed on an hourly basis during the period of such employment and who are residing at a defence establishment whether or not such personnel are living in public quarters;

(c) Without charge to children of personnel mentioned in subparagraphs (a) and (b) of this paragraph if such personnel are residing in the vicinity of a defence establishment, and accommodation in the school is available;

(d) To children of personnel of a foreign armed service or employees of a foreign government, to children of personnel employed by another government department or Crown Company of Canada, and at the request of the appropriate educational authority, to children of persons other than the aforesaid not employed by the Department of National Defence if such children are residing at or in the vicinity of a defence establishment at which a school has been established under this Order, on such terms and conditions as may be fixed by the Minister.

6. Where educational facilities are available within a reasonable distance of a defence establishment, the Minister may:

(a) To the extent that in the opinion of the Minister any educational facilities are not provided for in a school established by the Minister under this Order, enter into, or authorize, any agreement or arrangement with the appropriate educational authority as he may deem necessary to provide for the attendance and education of children of the personnel residing at a defence establishment, at any school or schools providing the required educational facilities and the Minister may authorize payment therefor pursuant to the agreement or arrangement;

(b) Where suitable public transportation is available and the distance between the defence establishment and the school is more than five miles, authorize payment of the amount, not to exceed the cost of transportation for a distance of thirty miles each way, by which the cost of conveying a child mentioned in subparagraph (a) to and from school is greater than $3.00 per month;

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(c) Where suitable public transportation facilities are not available for the conveyance of children mentioned in subparagraph (a) of this paragraph 6 to and from the school or schools mentioned in subparagraph (a) of this paragraph 6, either personally or by such officer as he may designate, authorize the officer in command or in charge of such defence establishment to provide service transportation facilities for children mentioned in paragraph 5 of this Order;

(d) Where neither public nor service transportation facilities are available for the conveyance of children to and from the school or schools mentioned in subparagraph (a) of this paragraph 6, either personally or by such officer as he may designate, authorize the officer in command or in charge of such defence establishment to hire private transportation necessary for the conveyance of children of personnel mentioned in subparagraph (a) of this paragraph 6.

7. The following conditions shall apply when considering the application of benefits under paragraphs 8, 9 and 10 of this Order.

(a) A member shall be expected to educate his children at his place of duty in the language of instruction in which they were previously taught;

(b) Any change in the language of instruction in which the member's children were previously taught, resulting in an increased cost to the public, shall be subject to verification that the proposed change is consistent with the language normally used in the home and with the language of instruction his children received during previous periods of schooling;

(c) The provision relating to previous periods of schooling may be waived when, in the opinion of the Minister, the member was unable to obtain schooling for his children in the language of instruction consistent with the language normally used in the home due to the exigencies of the Service;

(d) Applicable provincial or territorial regulations, for purposes of Section 1, shall be those applying in the province or territory in which the parent member resides.

8. Where, in the opinion of the Minister, education facilities within a reasonable distance of the place of duty of a member cannot provide education in the "language of instruction" or "language normally used in the home", as these expressions are used in paragraph 7 of this Order, for children of members of the Canadian Forces residing at or in the vicinity of the defence establishment and it is not feasible to move the member to a location in Canada where appropriate facilities are available, the Minister may:

(a) Authorize necessary travel expenses and the attendance of children of members at schools in Canada providing the required educational facilities at locations distant from the defence establishment;

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(b) Provide an education allowance, subject to the limitations outlined in paragraph 9 of this Order to cover the actual expenses incurred by a member in respect to the child for

(i) registration and tuition fees;

(ii) fees for special subjects normally on the curriculum;

(iii) prescribed text-books, where such books would be provided free by schools, under the applicable provincial or territorial legislation;

(iv) examination fees;

(v) library fees;

(vi) laboratory charges;

(vii) athletic fees when such fees are compulsory;

(viii) medical examinations required by the child's school as a condition of attendance;

(ix) other similar expenses of primary or secondary education such as charges for courses, instruction, services or programmes which are a compulsory part of the curriculum at the school attended;

(x) private tutoring in subjects not provided by the school previously attended by the child but normally included as a part of the curriculum in the new school or in subjects where the child's educational level is below that of the class at the new school attended and the Minister considers such deficiency attributable to frequent postings of the member, and

(xi) board and lodgings when education away from the member's place of duty has been authorized;

(c) In addition to travel expenses authorized under subparagraph (a) of this paragraph, permit reimbursement of travelling expenses incurred by a member for the return journey of his child, not more frequently than once a year, from the place authorized for the child's education to the member's place of duty under the regulations and conditions governing the movement of dependants of a member at public expense.

9. The actual allowable expenses incurred by a member in respect to a child authorized to attend school under the provisions of paragraph 8 of this Order may be paid to him in respect to any period of twelve months in an amount not exceeding that prescribed from time to time by the Treasury Board or in an amount not exceeding the cost had the child attended the nearest school where the required educational facilities of provincial or territorial standards are available, less any grants applicable for attendance at such schools, whichever amount is the lesser.

10. A member who educates his child away from the place of duty without prior approval of the Minister shall be deemed to have done so as a matter of personal preference. Any financial benefits payable to him may be based on what he might have received had the child been educated at the place of duty or, in special circumstances at the discretion of the Minister, what he might have received had prior approval of the Minister been obtained.

11. This Order shall supersede the provisions of Appendix "A" to Order in Council PC 1959-7/1480 dated 19th November, 1959, as amended by Orders in Council PC 1961-10/960 dated 6th July, 1961 and PC 1964-15/121 dated 30th January, 1964.

(Effective April 1, 1968).

APPENDIX D

LIST OF DND SCHOOLS

DND DEPENDANTS SCHOOLS OPERATING
IN CANADA AS OF 30 SEPTEMBER, 1978

ÉCOLES DU MINISTÈRE DE LA DÉFENSE NATIONALE SITUÉES AU CANADA
ET DESTINÉES AUX ENFANTS DU PERSONNEL AU 30 SEPTEMBRE, 1978

Canadian Forces Base (CFB) JK - Jr Kindergarten K - Kindergarten
Base des Forces Canadiennes (BFC) - P - Pré-Maternelle - M - M. Maternelle

APPLY TO:	NAME OF SCHOOL NOM DE L'ÉCOLE	GRADES TAUGHT ANNÉES ENSEIGNÉES	TEACHING STAFF PERSONNEL ENSEIGNANT	PUPILS NOMBRES D'ÉLÈVES
BRITISH COLUMBIA/COLOMBIE-BRITANNIQUE				
Secretary of School Board School District No. 71 (Courtenay) 892 Harmston Ave. Courtenay, B.C. V9H 2X8 Secrétaire de la Commission Scolaire School District No. 71 (Courtenay) 892 Harmston Ave. Courtenay, B.C. V9N 2X8	* Airport School CFB Comox Lazo, B.C.	K-7/M-7	17	414
Secretary of School Board School District No. 85 (Vancouver Island North) P.O. Box 90 Port Hardy, B.C. VOH 2PO Secrétaire de la Commission Scolaire School District No. 85 (Vancouver Island North) P.O. Box 90 Port Hardy B.C. VOH 2PO	* San Josef CFB Holberg San Josef, B.C.	K-10/M-10	18	236
Secretary of School Board School District No. 62 (Sooke) 2227 Sooke Road Victoria, B.C. V9B 1W9 Secrétaire de la Commission Scolaire School District No. 62 (Sooke) 2227 Sooke Road Victoria, B.C. V9B 1W9	*John Stubbs Memorial CFB Esquimalt FMO Victoria, B.C.	K-7/M-7	23	409

* All DND Schools in British Columbia are administered by the Provincial Department of Education
Toutes les écoles du MDN situées en Colombie-Britannique relèvent du ministère provincial de l'Education.

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COPIE DE QUALITÉE INFÉRIEURE

Base Commander CFB Esquimalt FMO Victoria, B.C. Commandant BFC Esquimalt FMO Victoria, C.B.	Victor C. Brodeur Esquimalt, B.C.	K-8/M-8F	7	67
Base Commander CFB Chilliwack Vedder Crossing, B.C. VOX 1ZO Commandant BFC Chilliwack Vedder Crossing, B.C. VOH 1ZO	La Vérendrye Chilliwack, B.C.	K-7/M-7F	8	29
ALBERTA				
Base Commander CFB Cold Lake Medley, Alta. TOA 2MO Commandant BFC Cold Lake Medley, Alta	Beaver River	K-6/M-6	16	252
	Athabaska	K-9/M-9	34	417
	Medley River	K-6/M-6	11	170
	McKenzie English Section anglaise French Section française	K-7/M-1) M-4/K-4)	22	267 50
Base Commander CFB Edmonton Lancaster Park, Alta. TOA 2HO	Brigadier Gault School English Section anglaise French Section française	K-6/M-6	22	282 61
	Guthrie	K-8/M-8	26	341
Commandant BFC Edmonton Lancaster Park, Alta.	Major General Griesbach	K-9/M-9	21	271
Base Commander CFB Penhold Mynarski Park, Alta TOM 1RO Commandant BFC Penhold Mynarski Park, Alta. TOM 1RO	Anderson Graigmyle	K-8/M-8	15	206

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Base Commander CFB Suffield Ralston, Alta. TOJ 2NO Commandant BFC Suffield Ralston, Alta. TOJ 2NO	Ralston	K-9/M-9	12	206
SASKATCHEWAN				
Commanding Officer CFB Alsask Alsask, Sask. SOL OAO Commandant SFC Alsask Alsask, Sask. SOL OAO	John A. Silver	K-8/M-8	8	97
Commanding Officer CFS Dana Sagehill, Sask SOK 3ZO Commandant SFC Dana Sagehill, Sask. SOK 3ZO	Radar Hill School	K-8/M-8	8	93
Secretary of School Board School District No. 1 204 Fairford St. West Moose Jaw, Sask. S6H 1V7 Secrétaire de la Commission Scolaire School District No. 1 204 Fairford St. West Moose Jaw, Sask. S6H 1V7	* Bushell Park CFB Moose Jaw Bushell Park, Sask.	K-8/M-8	14	222

* School administered by Moose Jaw Board of Education
L'école relève de la Commission Scolaire de Moose Jaw.

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Commanding Officer CFS Yorkton White Spruce, Sask S0A 4N0 Commandant SFC Yorkton White Spruce, Sask. S0A 4N0	White Spruce	K-8/M-8	8	86
MANITOBA				
Commanding Officer CFS Gypsumville Pineimuta, Man R0C 2M0 Commandant SFC Gypsumville Pineimuta, Man. R0C 2M0	Pineimuta	K-8/M-8	8	136
Base Commander CFB Portage la Prairie Southport, Man. Commandant BFC Portage la Prairie Southport, Man.	Harold Edwards	K-6/M-6	10	140
Base Commander CFB Shilo Shilo, Man. R0K 2A0 Commandant BFC Shilo Shilo, Man. R0K 2A0	Princess Elizabeth	8-12	19	188
	Greenwood	4-8	17	256
	O'Kelley	K-4/M-4	16	295
ONTARIO				
Base Commander CFB Borden Borden, Ont. Commandant BFC Borden Borden, Ont	Borden Collegiate Institute	9-13	38	489
	Alexander Dunn.	JK-8/PM-8	18	319
	Frederick Campbell	JK-6/PM-6	18	318
	Barker	JK-8/PM-8	17	314
	Joseph Kaeble English Section anglaise French Section française	JK-5/PM-5 K-8/M-8	19	184 140

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Commanding Officer CFS Falconbridge Ridgeview, Ont.	Ridgemount	JK-8/PM-8	9	102
Commandant SFC Falconbridge Ridgeview, Ont.				
Base Commander CFB Kingston Kingston, Ont.	Lundy's Lane English Section anglaise French Section française	JK-4/PM-4 K-8/M-8	23	307 54
Commandant BFC Kingston Kingston, Ont.	Niagara Park English Section anglaise	7-8	8	138.
	Batoche Avenue	4-6	11	181
Base Commander CFB North Bay Hornell Heights, Ont.	Paul Davoud	K-8/M-8	15	203
Commandant BFC North Bay Hornell Heights, Ont				
Base Commander CFB Petawawa Petawawa, Ont	General Panet High	9-13	34	396
	General Lake	JK-6/PM-6	15	303
Commandant BFC Petawawa Petawawa, Ont.	Pinecrest	JK-3/PM-3	18	363
	Rivercrest	7-8	15	214
	Colonel Forbes	4-6	12	174
	Ecole Colonel Forbes	JK-6/PM6F	8	81
Base Commander CFB Ottawa Ottawa, Ont	Viscount Alexander	JK-8/PM-8	33	479.
	Elizabeth Park	JK-2/PM-2	20	219
	Intermediate	7-8		104
Commandant BFC Ottawa Ottawa, Ont	Elizabeth Park Junior	3-6 JK/PM	13	233

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Base Commander CFB Trenton Astra, Ont.	A/C/M L.S. Breadner Primary English Section anglaise JK-3/PM-3 French Section française K-8/M-8F		21	255 83
Commandant BFC Trenton Astra, Ont	A/C/M L.S. Breadner Senior 4-8		17	302
QUEBEC				
Base Commander CFB Bagotville Alouette, P.Q.	Ecole Alouette English Section anglaise K-6/M-6 French Section française K-6/M-6		28	224 142
Commandant BFC Bagotville Alouette, P.Q.				
Commanding Officer CFS Moisie Massey Park, P.Q.	A/V/M A.L. James English Section anglaise K-6/M-6 French Section française K-6/M-6		8	40 30
Commandant SFC Moisie Massey Park, P.Q.				
Commanding Officer CFS Mont Apica Mont Apica, P.Q.	Laurentide Heights English Section anglaise K-9/M-9 French Section française K-1/M-1		11	69
Commandant SFC Mont Apica Mont Apica, P.Q.				
Base Commander CFB Montreal 3530 Atwater Ave. Montreal 109, P.Q.	Station High School Sec I-Sec V St. Michael's Elementary English Section anglaise JK-6/PM-6 French Section française K-6/P-6		14 16	111 117 85
Commandant BFC Montreal 3530 Atwater Ave. Montreal 109, P.Q.				

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Commanding Officer CFS Senneterre Nottaway, P.Q.	St. Michael's Algonquin	K-10/M-10	8	64
Commandant SFC Senneterre Nottaway, P.Q.				
Base Commander CFB Valcartier Courcelette, P.Q.	Alexander Wolff English Section anglaise French Section française	JK-3/PM-3 K-3/M-3	28	185 275
Commandant BFC Valcartier Courcelette, P.Q.	Ste Jeanne d'Arc English Section anglaise French Section française	4-6/4-6 4-6	21	129 137
	Dollard des Ormeaux English Section anglaise French Section française	7-9 7-9	24	131 93
NEW BRUNSWICK/NOUVEAU BRUNSWICK				
Base Commander CFB Chatham Curtis Park, N.B.	D.L. MacLaren English Section anglaise French Section française	K-6/M-6 K-5/M-5	25	292 51
Commandant BFC Chatham Curtis Park, N.B.	F/L J.M. Craig J T Cannon	7-8 K-8/M-8	9 9	136 82
NOVA SCOTIA/NOUVELLE-ÉCOSSE				
Secretary of School Board County of Annapolis Municipal School Board Annapolis Royal, N.S.				
Secrétaire de la Commission Scolaire County of Annapolis Municipal School Board Annapolis Royal, N.S.	Clark Rutherford Memorial CFB Cornwallis Cornwallis, N.S.	K-9/M-9	17	268
Secretary of School Board Kings County Amalgamated School Board Box 220 Kentville, N.S.	Dwight Ross Russel C. Gordon A/V/M Morfee	7-9 K-6/M-6 K-6/M-6	23 16 19	316 238 343
Secrétaire de la Commission Scolaire Kings County Amalgamated School Board Box 220 Kentville, N.S.	Francophone School (These schools are all located at CFB Greenwood, Greenwood N.S.) (Ecoles situées à BFC Greenwood, Greenwood, N.-E).	K-4/M-4	5	39

Secretary of School Board County of Halifax Municipal School Board Box 90 Armdale, N.S. Secrétaire de la Commission Scolaire County of Halifax Municipal School Board Box 90 Armdale, N.S.	Hampton Gray Memorial CFB Shearwater Shearwater	K-9/M-9	23	309
Secretary of School Board County of Cape Breton Municipal School Board Court House Sydney, N.S. Secrétaire de la Commission Scolaire County of Cape Breton Municipal School Board Court House Sydney, N.S.	* Queen's	K-8/M-8	7	79

PRINCE EDWARD ISLAND/ILE-DU-PRINCE-EDOUARD

Base Commander CFB Summerside Slemon Park, P.E.I. Commandant BFC Summerside Slemon Park, I.-P.-E.	A/M Johnson	K-9/M-9	22	301

* Administered by Municipal School Board of Cape Breton.
L'Ecole relève de la Commission Scolaire Municipale du Cap-Breton.

APPENDIX E

PRINCE EDWARD ISLAND AGREEMENT

COPY 465-93-5/68(JAG)

This AGREEMENT made, in duplicate, the First day of September, in the year of Our Lord One Thousand Nine Hundred and Fifty-Four.

BETWEEN

THE GOVERNMENT OF CANADA, represented by the Minister of National Defence,

OF THE FIRST PART

AND

THE GOVERNMENT OF THE PROVINCE OF PRINCE EDWARD ISLAND, represented by the Minister of Education.

OF THE SECOND PART

WHEREAS it has been deemed necessary to provide additional school facilities at R.C.A.F. Station, Summerside, Prince Edward Island, for the education of children of members of the Canadian Forces at the said station, and for the children of civilian personnel employed by the Department of National Defence and residing at the said station;

AND WHEREAS the parties hereto have agreed to share the cost of providing such additional school facilities at R.C.A.F. Station Summerside;

AND WHEREAS the Minister of National Defence has caused to be constructed a school building mutually satisfactory for the above recited needs.

NOW THEREFORE THIS AGREEMENT WITNESSED THAT in consideration of the promises and of the mutual covenants and agreements hereinafter set forth, the parties hereto mutually covenant and agree, each with the other, as follows;

1. the Minister of National Defence shall cause to have appointed three persons to constitute a board of trustees, the said board to carry out such duties and functions in respect to the said school as are specified herein, and other such duties and functions as are agreed upon from time to time by the parties hereto;

2. the Minister of National Defence shall provide

adequate supplies, services and equipment necessary for the operation and maintenance of the said school;

3. it shall be the responsibility of the said board of trustees, in consultation with an appropiate official designated by the Minister of Education, to engage the required teaching staff, and to ensure that the teachers so engaged are licensed by the Province of Prince Edward Island to teach in the public schools of that Province;

4. the Minister of Education shall extend to all such teachers, as aforesaid, the privileges and rights conferred under the School Act and Regulations and under the Teachers' Superannuation Act which are extended to teachers generally in the Province, except as varied herein by this agreement;

5. the Minister of Education agrees that text-books for children attending said school may be purchased at the reduced prices made possible by the subvention program of the Government of the Province of Prince Edward Island;

6. the Minister of Education shall ensure that the curriculum of any school or schools erected by the Department of National Defence within the Province shall conform to the minimum standard of other schools within the Province, and that proper supervision shall be maintained by an authorized representative of the Department of Education;

7. the Minister of National Defence shall pay the annual salaries of each and every teacher aforesaid, and Section 14 and 15 of The Public School Act shall not apply, except that the Minister of National Defence shall not be liable to reimburse the Government of the Province of Prince Edward Island in respect of such additional emoluments as may accrue from appropriate Provincial Legislation;

8. the Minister of Education shall notify the Minister of National Defence from time to time of any amendments to the School Act;

9. any school or schools erected within the boundary of Prince Edward Island by the Department of National Defence with the concurrence of the Minister of Education shall be administered as a Provincial responsibility and the administration thereof shall be the same as for schools under the general jurisdiction of the Department

of Education;

10. the School Act, as amended, shall apply to the said school or schools, except as varied herein by this agreement.

11. This agreement shall continue in force from the date hereof until the 30th day of June, 1955 and shall continue from year to year thereafter until terminated as hereinafter provided;

(a) either party hereto may terminate this agreement with effect the 30th day of June in any year subsequent to 1955 upon giving to the other party at least three months' prior written notice of the intention to terminate;

(b) in the event of an emergency which, in the opinion of the Minister of National Defence, vitally affects the welfare of the said school, this agreement may be terminated at any time by one month's notice in writing from the Minister of National Defence, delivered to the party of the Second Part.

12. This agreement shall enure to the benefit of, and be binding upon the respective successors of the parties hereto.

IN WITNESS WHEREOF the parties hereto have hereunto set their respective hands and seals on the day and in the month and year first above written.

SIGNED, SEALED AND DELIVERED on behalf of the Government of Canada, in the presence of:

Marguerite Dufour
.....
Witness

DEPARTMENT OF NATIONAL DEFENCE

.....
(Associate) Deputy Minister

SIGNED, SEALED AND DELIVERED on behalf of the Government of the Province of Prince Edward Island, in the presence of:

Kathryn MacFarlane
.....
Witness

THE GOVERNMENT OF THE PROVINCE OF PRINCE EDWARD ISLAND

Keir Clark
.....
Minister of Education

TRUE AND ACCURATE COPY

APPENDIX F

CORRESPONDENCE

April , 1979.

TO ALL SCHOOL TRUSTEES:

My name is Lewis Michael MacKay and I am working on my M.Ed. in Educational Administration at the University of Alberta. I teach at CFB Edmonton School District # 4986 and I am also a Major in the Reserves- 15 Edmonton Service Battalion.

The research project presented by the enclosed questionnaire is an attempt to gain information as to who the Department of National Defence Dependent School Trustee is, his/her role, and what influence he/she has in the decision-making process in their district.

I will be grateful if each trustee could answer the enclosed questionnaire which is essential for the success of the study. The answers to the questions will be held in strictest confidence and will be used for a statistical analysis only. Please return the completed questionnaire in the pre-addressed envelope as soon as possible.

Thank you very much for your co-operation.

Yours truly,

Lewis Michael MacKay

National Défense
Defence nationale

5300-20 (DDEM 2)

National Defence Headquarters
Ottawa, Ontario
K1A 0K2

23 July 1979

Mr. L.M. MacKay
117 Collingwood 2
Edmonton, Alberta

Dear Mr. MacKay:

The following information is provided concerning the various aspects of education of dependent children as requested in your letter of July 11th, 1979.

Unfortunately this Department has no record or knowledge of schools operated at military installations in Canada prior to World War II. It is presumed that such schools were operated as private institutions by the local military community. In this regard it should be noted that as the number of married quarters available at military camps and stations prior to World War II was extremely limited the need for schooling would consequently be minimal. There is no publication available which outlines the historical growth of the provision by this Department of educational facilities to dependent children of members of the Canadian Forces (CF).

As you are aware the authority for the provision of educational facilities to dependent children by the Minister of National Defence is derived from two orders-in-council, one for Canada and the other for overseas. The Minister's authority and responsibility in this regard are exercised by the Director General Dependants' Education Programs at National Defence Headquarters. In Canada this includes the issuing of policy concerning the operation and administration of both DND Dependants Schools and the attendance at municipal schools by pupils residing at bases. At schools overseas this Division is in addition to policy direction also responsible for the recruitment and selection of teaching staff.

Canadian Forces Bases in Canada are responsible for the provision of the necessary funds to operate DND schools. The funding of the Overseas Schools operation is the responsibility of this Division. The costs of schools' operation for the last fiscal year 1978/79 are not yet available. In 1976/77 the net cost of operating the schools in Canada and overseas were respectively $31M and $10.5M and in 1977/78 $34M and $11.5M.

Yours sincerely,

René Morin
Director General Dependants Education Programs

GOVERNMENT OF NEWFOUNDLAND AND LABRADOR
DEPARTMENT OF EDUCATION

P.O. BOX 2017
ST. JOHN'S, NFLD.
A1C 5R9

79/02/15

Lewis Michael MacKay
117 Collingwood 2
Edmonton, Alberta

Dear Mr. MacKay:

In response to your request for information regarding DND Dependent Schools in Newfoundland, I must inform you that no such schools now exist in this province.

If I can be of assistance again, please do not hesitate to write.

Sincerely,

Robert Parsons.

ROBERT PARSONS
Supervisor of Information,
Statistics & Publications

RP/jl

DEPARTMENT OF EDUCATION
NOVA SCOTIA

PUBLICATION AND REFERENCE

TRADE MART BUILDING
P. O. BOX 578
HALIFAX, NOVA SCOTIA
B3J 2S9

January 29, 1979

Mr. Lewis M. MacKay
117 Callingwood 2
Edmonton, Alberta.
T5T 1A3

Dear Mr. MacKay:

In response to your letter dated January 17 requesting information on the provincial agreement with the federal government concerning National Defence Dependent Schools in Canada, I suggest you write the federal government for the actual wording of the agreements.

DND schools in Nova Scotia operate under the jurisdiction of the local boards and as a consequence offer the same public school program as the regular school system. As with other schools, the province pays the same share in the Foundation program and, in addition, reimburses the boards for any additional costs incurred in operating these schools.

Because normal expenses and the ordinary school population are in no way reduced, the federal government pays 100% of the cost for the French Language School which offers more than the Nova Scotia minority language program.

Yours sincerely,

Patricia McKenzie-Porter

Patricia McKenzie-Porter,
Supervisor,
Education Reference Service.

GOVERNMENT
OF THE PROVINCE OF
PRINCE EDWARD ISLAND

DEPARTMENT OF EDUCATION
CHARLOTTETOWN
PRINCE EDWARD ISLAND
CANADA
C1A 7N8

February 9, 1979

Mr. Lewis M. MacKay,
117 Callingwood 2,
Edmonton, Alberta.
T5T 1A3

Dear Mr. MacKay:

In your letter of January 17, 1979, you requested information on Provincial enabling legislation and agreements with the Federal Government regarding the establishment of DND schools in Prince Edward Island.

There is one DND school in the province, Air Marshal Johnson School at the Armed Forces Base in Summerside. I have attached a copy of the agreement currently in effect for the operation of this school. As you can see, it was signed on September 1, 1954, and has been renewed annually since that time. The agreement is under review at the present time and will be allowed to expire on June 30, 1979.

Section 7 of the School Act sets out the enabling legislation for agreements of this kind.

7. (1) The Minister with the consent of the Lieutenant Governor in Council, may enter into any agreement he deems appropriate with the Government of Canada, any provincial or municipal government or any person for the operation of joint programs and for the purchase, ownership and operation of vocational schools.

(2) The Minister, with the consent of the Lieutenant Governor in Council, may enter into any agreement he deems appropriate with the Government of Canada respecting the operation or ownership of school property by Canada or the province or both.

/2

This legislation became part of the School Act in 1971, so at the time the agreement was first signed (1951), the legislation would not have been in place and it would have received the approval of Cabinet.

I hope that this material will be of assistance to you in your research.

Yours truly,

Linda Trenton

Linda Trenton,
Data & Information Officer.

LT/ss

DEPARTMENT OF EDUCATION
P.O. BOX 6000, FREDERICTON, N.B.
E3B 5H1

NEW BRUNSWICK
NOUVEAU-BRUNSWICK

MINISTERE DE L'EDUCATION
C.P. 6000, FREDERICTON, N.-B.
E3B 5H1

1979 02 08

Mr. Lewis MacKay
117 Collingwood 2
Edmonton, Alberta

Dear Sir:

In reply to your letter of January 17, 1979, I wish to advise you that at the present time there is one DND School in New Brunswick located at the RCAF Base at Chatham. This is totally funded by the Federal Government.

To the best of my knowledge there is no formal agreement covering the school although I understand the Province receives a grant in lieu of taxes from the Federal Authorities.

The Department of Education has an understanding with the authorities operating this particular school, in that the Superintendent of the School District in which the school is located does visit the teachers and classrooms.

I am enclosing copies of our Schools Act with the amendments.

If there should be other questions, I would be pleased to try and answer them.

Yours very truly,

R. G. Cornell
Director of Finance & Administration

RGC/bct
Encl.

International Year of the Child 1979

L'Année Internationale de l'Enfant 1979

Province of Manitoba
Department of Education

Robert Fletcher Building
1181 Portage Avenue
Winnipeg, Manitoba
R3G 0T3

January 22, 1979

Mr. L. M. MacKay,
117 Collingwood 2
Edmonton, Alberta
T5T 3R5

Dear Mr. MacKay:

In reply to your letter of January 16, there is no special legislation establishing National Defense Schools in Manitoba. They are established in the same way as any other school district in the province.

There are only three of these districts in Manitoba. The names and enrolments at September 30, 1978, are as follows:

#2316	Camp Shilo	711
#2340	Harold Edwards	140
#2416	Pineimuta	134

I trust this information will assist you in writing your thesis.

Yours truly,

I. Maurstad

(Mrs.) I. Maurstad
Research

IM/ew

Saskatchewan

Saskatchewan
Education

Regional Services Division

2220 College Avenue
Regina, Canada
S4P 3V7

PWD/dl

February 2, 1979.

Dear Mr. MacKay:

Your letter dated January 16, 1979 addressed to the Department of Education asking for information about D.N.D. Schools has been received.

Find attached material gleaned from our files regarding establishment and governance of the six D.N.D. Schools that have operated in Saskatchewan. Please note that the airport school in Saskatoon and the Dundurn school are no longer operating.

It should be noted that the Moose Jaw school is operated by the Moose Jaw Public School Division with the Federal Government paying the total cost. The other three schools at White Spruce, Radar Hill and Alsask receive a grant from the province of $1000. for each teacher with the Federal Government responsible for any additional costs.

I trust the enclosed material will be of some use to you in preparing your thesis. Please treat names of individuals with some degree of confidentiality.

Yours truly,

P. W. Dyck,
Executive Director,
Regional Services.

Mr. Lewis M. MacKay,
117 Collingwood 2,
EDMONTON, Alberta.
T5T 1A3

Province of
British Columbia

Ministry of
Education,
Science &
Technology

Division of
Administrative Services
Parliament Buildings
Victoria
British Columbia
V8V 1X4
Tel. 387-1479

1979-02-19

Mr. L. M. MacKay,
117 Collingwood 2,
Edmonton, Alberta

Dear Mr. MacKay:

Thank you for your letter of 1979-01-16 requesting information on the administration of Department of National Defence Dependent Schools in Canada.

The following are our answers to your questions:

1. Do you have DND Dependents Schools in your Province?

   None known. Some public schools operate on DND bases, with agreement between B.C. and Canada re tuition fees. See Public Schools Act Sec. 18 (23) attached.

2. When enabling legislation was passed allowing these schools to operate?

   Prior to 1958 - exact date unknown.

3. If possible, the terms of any agreement that allows these schools to operate?

   Schools operate under regular B.C. Public Schools Act, and are, in fact, public schools open to any child resident in the attendance area. In most cases, schools are not on DND property but, in a few instances, because of a pre-existing building, or because DND base is centre of population, they are on DND property.

We trust the above information will be of help to you.

Yours truly,

J. L. Canty,
Superintendent,
Administrative Services

JLC:bg
Encl.

determinations, terms, and conditions set forth by regulation; and

(iii) to maintain such stocks of books and school supplies as may be required; and

(*c*) govern the sale or other disposition of such books and other school supplies to Boards, teachers, pupils, and booksellers and stationers; and, in this clause and the regulations made hereunder, unless the context otherwise requires, "pupil" also includes a person enrolled in any school in the Province not under the jurisdiction of the Ministry but which offers courses prescribed by the regulations and which is, for textbook purposes, registered with the Ministry, and includes students attending summer schools and taking correspondence courses;

Teacher-training institutions.

(18) establish institutions for the training of teachers and others, regulate their conduct and management, and establish therefor appropriate scales of tuition fees;

Summer schools.

(19) establish and cause to be conducted and maintained summer schools for teachers and others;

Reserve of Crown lands for school purposes.

(20) set apart and reserve in each school district such a quantity of the lands of the Crown as may be necessary for public-school purposes in that district;

Board of Examiners.

(21) appoint, at such remuneration as is considered proper, two or more Examiners, among whom shall be representatives of the Ministry and of the universities named in the *Universities Act*, who, together with and under the chairmanship of a person designated by the Minister, shall constitute a Board of Examiners;

Additional Boards of Examiners.

(22) appoint such additional Boards of Examiners, Examiners, and assistants as may be necessary for the purposes of this Act;

Agreement with Canada re Indians.

(23) authorize the Minister to enter into an agreement with the Government of Canada for the education of Indian or other children for whose education the Government of Canada assumes responsibility;

Agreements with extra-Provincial authorities.

(24) authorize the Minister or a Board to enter into an agreement with any school authority outside the Province for the education of children for whose education the authority is responsible;

School districts and colleges.

(25) authorize the establishment, maintenance, and operation of a college by a Board of a school district or by the Boards of two or more school districts within an area defined for that purpose by the Lieutenant-Governor in Council and prescribe the conditions of operation of any one college or of all colleges as may from time to time be required;

(26) [*Repealed*. 1973 (2nd Sess.), c. 142, s. 3 (proc. eff. Nov. 29, 1973.]

Ministerial orders.

(27) vest in the Minister such powers and authority as are considered necessary or advisable

Ontario

Ministry of
Education

Telephone 416/965- 2228 15th Floor
Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Our file number
Your file number

May 14, 1979.

Mr. L. M. MacKay,
117 Collingwood 2,
Edmonton, Alta.,

Dear Mr. MacKay:

I am pleased to reply to your letter of May 5, 1979 concerning Department of National Defence Schools in Ontario. I regret that my earlier response did not reach you.

I have enclosed the following items:

1.) A Directory of School Boards 1979 - see pages 14 and 15 for a list of Canadian Forces Base Boards in Ontario.

2.) a copy of the page from The Education Act, 1974 which establishes the C.F.B. Boards in Ontario.

The Authority to the D.N.D. to provide all phases of education, in accordance with applicable provincial regulations, comes from Order-in-Council P.C. 1968-13/288, dated February 15, 1968.

The historical records that I have investigated are not as detailed as I would like. Perhaps the Director General, Dependants Education Programs at the Department of National Defence could provide any historical data that you seek.

I hope that this information will be of assistance.

Yours truly,

D. C. Johnston,
Education Officer,
Policy Liaison and Legislation Branch.

DCJ/lsk
Encls.